DOCUMENT RESUME

ED 064 834 EC 042 458

| | |
|---|---|
| TITLE | Project Vitality; Phase III. A Program for the Handicapped. |
| INSTITUTION | Santa Ana Unified School District, Calif. |
| SPONS AGENCY | Office of Education (DHEW), Washington, D.C. Div. of Handicapped Children and Youth. |
| PUB DATE | 72 |
| NOTE | 76p. |
| EDRS PRICE | MF-$0.65 HC-$3.29 |
| DESCRIPTORS | Educational Programs; *Exceptional Child Education; *Handicapped Children; *Program Descriptions; *Skill Development; *Vocational Education |

ABSTRACT

The 1972-73 school year Project VITALITY is described to provide coordinated work study career development for students in grades seven through 12 or equivalent ages who are legally assigned to the special programs, students in the Teen Mothers program, and those students dismissed from the educable mentally retarded program after August 1, 1969. An equal number of academically handicapped students are projected to participate and be supported by District funds. All of the students are diagnosed as handicapped, with deficiencies in functional reading skills, academic achievement and/or readiness for the world of work. Activities are described to include skill training of students in various occupational areas, including health, industrial, business, community homemaking jobs, maintenance, custodial, food services, laundry helper, gardening and nursery work, horseshoeing, animal care, day care and nursery schools, auto repair and service. Training stations are explained to be located at community classrooms, on campus and at off campus sites, depending on the specific nature of job training being followed by students. Learning activity packages are said to be developed to provide specified skill training for students. Some of the students participating are said to be from the inner city. (Author)

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EHA TITLE VI-B

# Project VITALITY

Phase III

A PROGRAM

FOR THE

HANDICAPPED

1972-1973

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
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Santa Ana Unified School District

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# PART I

## STATISTICAL DATA

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED
O.M.B. NO. 51-R0803

FOR BEH USE ONLY
FILING NUMBER

# FEDERAL ASSISTANCE FOR THE EDUCATION OF HANDICAPPED CHILDREN UNDER P.L. 89-313, AMENDMENT TO TITLE I; AND PART B, EHA

## APPLICATION, AMENDMENT, AND REPORT

Read instructions before completing this form.

## PART I - STATE PROJECT APPROVAL, STATISTICAL DATA, AND ABSTRACT

### SECTION A - STATE EDUCATIONAL AGENCY PROJECT IDENTIFICATION AND APPROVAL
*(To be completed by State educational agency)*

| 1. STATE (Name) | 2. STATE PROJECT NUMBER | 3. SEA CLASSIFICATION OF PROJECT (End of year only) |
|---|---|---|
| | | |

| 4. SIGNATURE OF AUTHORIZED SEA OFFICIAL | 5. DATE APPROVED | 6. AMOUNT APPROVED |
|---|---|---|
| | | $ |

### SECTION B - AVERAGE PER HANDICAPPED PUPIL EXPENDITURE FROM NON-FEDERAL FUNDS

P.L. 89-313 projects - to be completed by supervising State agency.
Part B, EHA SEA projects - to be completed by SEA. Part B, EHA LEA projects - to be completed by LEA.

| 7. SECOND PRECEDING FISCAL YEAR | | 8. PRECEDING FISCAL YEAR | | 9. CURRENT FISCAL YEAR | |
|---|---|---|---|---|---|
| A. ENDING June 30, 19 70 | B. PER PUPIL AMOUNT $ 2,140.00 | A. ENDING June 30, 19 71 | B. PER PUPIL AMOUNT $ 174.00 | A. ENDING June 30, 19 72 | B. PER PUPIL AMOUNT $ 1564.00 |

### SECTION C - APPLICANT PROJECT IDENTIFICATION *(To be completed by applicant)*

10. APPLICANT AGENCY

A. LEGAL NAME OF AGENCY (State or local)
Santa Ana Unified School District

B. ADDRESS (No., street, city or town)
1405 French Street
Santa Ana,

C. CONGRESSIONAL DISTRICT NO.

D. COUNTY
Orange

E. STATE
Calfironia

F. ZIP CODE
92701

12. PROJECT LOCATION

A. NAME OF SCHOOL, CENTER, ETC.
Santa Ana Unified School District

B. ADDRESS (No., street, city or town)
1405 French Street
Santa Ana,

C. CONGRESSIONAL DISTRICT NO.

D. COUNTY
Orange

E. STATE
California

F. ZIP CODE
92701

14. PROJECT DIRECTOR (Contact person)

A. NAME OF DIRECTOR (Last, first, middle initial)
SHORB, Robert F.

B. TELEPHONE
AREA CODE 714
NUMBER 542 6211
EXTENSION 215 - 259

C. ADDRESS (No., street, city or town)
1405 French Street
Santa Ana

D. STATE
California

E. ZIP CODE
92701

16. TITLE OF PROJECT
Project VITALITY

18. DESCRIPTORS (Select from ASIS Retrieval Terms)
Prescriptive Teaching (Individualized Instruction)
Study Skills
Video Tape
Vocational Work Study
Work-Study Program

11. TYPE OF FORM (Check one)

| | | |
|---|---|---|
| A. | X | APPLICATION |
| B. | | REPORT |
| C. | | AMENDMENT |

D. ORIGINAL PROJECT NUMBER

13. LEGISLATIVE FUNDING AUTHORITY (Check one)

| | | |
|---|---|---|
| A. | | PUBLIC LAW 89-313 |
| B. | X | PART B, EHA |
| C. | | OTHER (Specify) |

15. DURATION OF PROJECT

| | MONTH | DAY | YEAR |
|---|---|---|---|
| A. START DATE (Use numbers) | 7 | 1 | 72 |
| B. END DATE (Use numbers) | 6 | 30 | 73 |

C. NUMBER OF WEEKS DURATION
Fifty two (52)

D. [X] MULTIYEAR

17. SCHOOLS AND SCHOOL DISTRICTS WITH PROJECT PARTICIPANTS

A. NUMBER OF SCHOOL DISTRICTS (Part B, EHA only)
-one-

B. NUMBER OF STATE-SUPPORTED, -OPERATED SCHOOLS (Public Law 89-313 only)
-0-

C. NUMBER OF NONPUBLIC SCHOOLS-0-

E FORM 9025, 12/70

PREVIOUS EDITIONS ARE OBSOLETE

19. PROJECT ABSTRACT *(Limit abstract to space provided)*

During the 1972-73 school year Project VITALITY will provide coordinated work-study career development for students in grades 7 - 12 or equivalent ages who are legally assigned to the Special Programs, students in the Teen Mothers program, and those students dismissed from the EMR program after 1 August 1969. An equal number of academically handicapped students will participate and will be supported by District funds. All of the students in the project are included as being handicapped, with deficiencies in functional reading skills, academic achievement and/or readiness for the world of work.

Activities will include skill training of students in various occupational areas. including health, industrial, business, community homemaking jobs, maintenance, custodial, food services, laundry helper, gardening and nursey work, horseshoeing, animal care, day care and nursery schools, auto repair and service.

Training stations will be located at Community Classrooms, on campus and at off campus sites, depending on the specific nature of job training being followed by students.

Learning Activity Packages (LAPS) will continue to be developed to provide specifiad skill training for students.

Some of the students included in the target population will be disadvantaged handicapped children from the inner city; the project will meet their special needs as outlined.

20. PROJECT COOPERATION

A. IS THIS A COOPERATIVE PROJECT USING THE SAME OR OTHER FEDERAL FUNDS? *(Check one)*

☐ YES ☒ NO *(If "YES," provide one copy of Part II, Section D (Cooperative Agency Agreement) for BEH, and complete item B below)*

B. FEDERAL FUNDS USED IN COOPERATION WITH THIS PROJECT

☐ PL 89-313
☒ PART B, EHA
☒ OTHER FEDERAL FUNDS *(Specify)* VEA

21. PROJECT PARTICIPATION

A. CHILDREN RECEIVING SERVICES - BY TYPE HANDICAP

| TYPE HANDICAPPED CHILDREN SERVED | NUMBER OF CHILDREN SERVED | | | | | TOTAL SCHOOL DAYS |
|---|---|---|---|---|---|---|
| | 0-5 YEARS | 6-12 YEARS | 13-18 YEARS | 19 AND OVER | TOTAL *(sum of Cols. b-e)* | |
| a | b | c | d | e | f | g |
| *(1)* TRAINABLE MENTALLY RETARDED | | | 51 | 4 | 55 | 9680 |
| *(2)* EDUCABLE MENTALLY RETARDED | | | 125 | 1 | 126 | 22176 |
| *(3)* HARD OF HEARING | | | | | | |
| *(4)* DEAF | | | | | | |
| *(5)* SPEECH IMPAIRED | | | | | | |
| *(6)* VISUALLY IMPAIRED | | | | | | |
| *(7)* EMOTIONALLY DISTURBED | | | 56 | | 56 | 9856 |
| *(8)* CRIPPLED | | | 26 | | 26 | 4576 |
| *(9)* LEARNING DISABLED | | | 82 | | 82 | 14432 |
| *(10)* OTHER HEALTH IMPAIRED | | | 53 | | 53 | 9328 |
| *(11) TOTAL (Sum of Lines (1) through (10))* | | | 393 | 5 | 398 | 70048 |

**B. CHILDREN RECEIVING SERVICES – BY SPECIAL CATEGORY**
*(Reported as part of Item 21A)*

| CATEGORY | NUMBER |
|---|---|
| (1) ENROLLED IN NONPUBLIC SCHOOLS | -0- |
| (2) FROM MINORITY GROUPS | 255 |
| (3) PARTICIPATING IN PRESCHOOL ACTIVITIES UNDER THIS PROJECT | -0- |
| (4) MULTIHANDICAPPED, AND FOR WHOM COMPONENTS OF THIS PROJECT WERE ESPECIALLY DESIGNED | 48 |

**C. CHILDREN RECEIVING SERVICES – BY DEMOGRAPHIC AREA**
*(Reported as part of Item 21A)*

| CATEGORY | NUMBER |
|---|---|
| (1) FROM INNER CITY AREAS | 376 |
| (2) FROM OTHER URBAN AREAS *(Over 50,000)* | -2 |
| (3) FROM RURAL AREAS *(Under 2,500)* | -20 |
| (4) FROM OTHER DEMOGRAPHIC AREAS *(From 2,500 to 50,000)* | |
| (5) TOTAL *(Sum of Lines (1), (2), (3) and (4))* *(Should equal Item 21A, Line 11, Column f)* | 398 |

| TYPE OF HANDICAPPED CHILDREN SERVED | D. PROJECT PERSONNEL PAID BY FEDERAL PROJECT FUNDS – NUMBER OF PERSONNEL PAID | | | | | E. PERSONNEL RECEIVING INSERVICE TRAINING FROM FEDERAL PROJECT FUNDS – NUMBER OF PERSONNEL TRAINED | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | TEACHERS | TEACHER AIDES | OTHER PERSONNEL | TOTAL *(Sum of Columns b-d)* | *TOTAL MAN WEEKS PURCHASED* | TEACHERS | TEACHER AIDES | OTHER PERSONNEL | TOTAL *(Sum of Columns g-i)* | *TOTAL CLOCK HOURS PROVIDED* |
| a | b | c | d | e | f | g | h | i | j | k |
| (1) TRAINABLE MENTALLY RETARDED | .2 | -0- | .4 | .6 | 21.6 | 2 | .5 | 1 | 3.5 | 115 |
| (2) EDUCABLE MENTALLY RETARDED | .5 | -0- | .4 | .9 | 32.4 | 7 | 2.5 | 5 | 14.5 | 425 |
| (3) HARD OF HEARING | | | | | | | | | | |
| (4) DEAF | | | | | | | | | | |
| (5) SPEECH IMPAIRED | | | | | | | | | | |
| (6) VISUALLY IMPAIRED | | | | | | | | | | |
| (7) EMOTIONALLY DISTURBED | .2 | -0- | .4 | .6 | 21.6 | 1 | .5 | | 1.5 | 55 |
| (8) CRIPPLED | .2 | .5 | -0- | .7 | 25.2 | 2 | .75 | 1 | 3.75 | 108 |
| (9) LEARNING DISABLED | .2 | -0- | .4 | .6 | 21.6 | 8.2 | .5 | 1 | 9.7 | 830 |
| (10) OTHER HEALTH IMPAIRED | .2 | -0- | .4 | .6 | 21.6 | 2.2 | | | 2.2 | 220 |
| (11) *TOTAL (Sum of Lines (1)-(10))* | 1.5 | .5 | 2.0 | 4.0 | 144.0 | 22.4 | 4.75 | 8 | 35.15 | 1803 |

22. NUMBER OF PARENTS RECEIVING DIRECT SERVICES THROUGH PROJECT FUNDS → none

23. NUMBER OF NON-PAID VOLUNTEERS PARTICIPATING IN THIS PROJECT →

**24. PROJECT EXPENDITURES – REQUESTED, APPROVED, EXPENDED**

| AMOUNT | CFY -2 19___ | CFY -1 19 70-71 | CURRENT FY 19 71-72 | CFY +1 19 72-73 | CFY +2 19___ |
|---|---|---|---|---|---|
| a | b | c | d | e | f |
| (1) REQUESTED | | $53,466.00 | $53,358.00 | $55,357.00 | |
| (2) APPROVED | | 53,466.00 | 53,358.00 | | |
| (3) EXPENDED | | | | | |

25. PROJECT EXPENDITURES BY TYPE OF EXPENDITURE *(APPLICATION – give estimated dollar amount of Federal funds required; END-OF-YEAR REPORT – give actual expenditures)*

| EXPENDITURE ACCOUNTS *(See OE Handbook II)* a | ACCOUNT NUMBER b | EXPENSE CLASSIFICATION: SALARIES c | CONTRACTED SERVICES AND OTHER EXPENSES d | *TOTAL AMOUNT* e |
|---|---|---|---|---|
| *(1)* ADMINISTRATION | 100 | $ | $ | $ |
| *(2)* INSTRUCTION | 200 | 39,810.00 | 6,980.00 | 46,790.00 |
| *(3)* ATTENDANCE SERVICES | 300 | | | |
| *(4)* HEALTH SERVICES | 400 | | | |
| *(5)* PUPIL TRANSPORTATION | 500 | | 2,300.00 | 2,300.00 |
| *(6)* OPERATION OF PLANT | 600 | | | |
| *(7)* MAINTENANCE OF PLANT | 700 | | | |
| *(8)* FIXED CHARGES | 800 | | 3,747.00 | 3,747.00 |
| *(9)* FOOD SERVICES | 900 | | | |
| *(10)* STUDENT BODY ACTIVITIES | 1000 | | | |
| *(11)* COMMUNITY SERVICES | 1100 | | | |
| *(12) SUB-TOTAL (Sum of Lines (1)-(11))* | | $ 39,810.00 | $ 13,027.00 | $ 53,017.00 |
| *(13)* SITES | 1210 | | | $ |
| *(14)* BUILDINGS | 1210A AND B | | | |
| *(15)* REMODELING | 1220C | | | |
| *(16)* EQUIPMENT FOR INSTRUCTION | 1230C | | | 2,520.00 |
| *(17)* ALL OTHER EQUIPMENT | 1230 EXCEPT C | | | |
| *(18)* CAPITAL OUTLAY | 1200 | *SUB-TOTAL (Sum of Lines (13)- (17))* | | $ |
| *(19)* | | *TOTAL PROJECT BUDGET (Sum of Lines (12) and (18))* GRAND TOTAL | | $ 55,357.00 |

26. PROJECT EXPENDITURES BY TYPE OF HANDICAPPED CHILDREN BENEFITING

| TYPE OF HANDICAP | EXPENDITURES *(estimated)* |
|---|---|
| *(1)* TRAINABLE MENTALLY RETARDED | $ 4,183.00 |
| *(2)* EDUCABLE MENTALLY RETARDED | 21,412.00 |
| *(3)* HARD OF HEARING | |
| *(4)* DEAF | |
| *(5)* SPEECH INPAIRED | |
| *(6)* VISUALLY IMPAIRED | |
| *(7)* EMOTIONALLY DISTURBED | 5,576.00 |
| *(8)* CRIPPLED | 4,183.00 |
| *(9)* LEARNING DISABLED | 15,650.00 |
| *(10)* OTHER HEALTH IMPAIRED | 4,353.00 |
| *(11) TOTAL (Sum of Lines (1)-(10))* | $55,357.00 |

27. PROJECT EXPENDITURES IN SPECIAL CATEGORIES *(Reported as part of Item 25, Line (19))*

| CATEGORY | EXPENDITURES |
|---|---|
| *(1)* INSERVICE TRAINING OF STAFF *(Including such costs as equipment, travel, salaries, tuition, etc.)* | $6,000.00 |
| *(2)* PARENT SERVICES | |
| *(3)* INNER-CITY PROJECT ACTIVITIES | |
| *(4)* PRESCHOOL PROJECT ACTIVITIES | |

SECTION A - PRESENT SPECIAL EDUCATION PROGRAMS

1. General description of programs now provided, including procedures in carrying out the programs.

   The Santa Ana Unified School District has a career development program in each of four high schools for students in regular, EMR and EH classes. The career development program has been in effect since the 1964-1965 school year. Presently in two high schools, EMR students, EH, and EMRT students are under direct supervision and instruction of certificated teachers for at least two sixty-minute periods daily and integrated into regular programs or career development programs or career development programs the remainder of a six period day.

   It is the responsibilty of the classroom teacher and the Project VITALITY coordinator to find proper and adequate job-training stations for these students. Class instruction consists of basic academic skills, through job-related instruction, state requirements and social/behavior skills. The career development programs have not had the coordination of classroom instruction related dir ctly to the job-training station.

   Project VITALITY is in current operation in five schools - Harvey, Mitchell, Lathrop, Saddleback and Valley. In its second year, the EHA Title VI-B program is intended to provide employment capability for handicapped student.

   Occupational Training is currently being provided for students between the ages of 14 and 21 at Mitchell School for TMR. Some off-campus instruction is provided, the program is essentially conducted on campus, on site.

   In the junior high schools, grades 7-8, students now in Special Education are assigned to regular classes during some part of the day if it is felt these students can receive some benefit. All are placed in regular physical education classes and in other classes such as music, home economics, art, industrial arts, or other courses that might be advantageous for the student. There are some limited student assignments in On Campus/On Site career development job-training stations.

2. Description of beneficiaries, including numbers and types of handicapped children, teachers, and other participants.

   Included in present Project VITALITY programs are students in the following categories:

| Program Categories | No. Students |
|---|---|
| 2.1 EMR | 126 |
| 2.2 EH | 56 |
| 2.3 OH | 26 |
| 2.4 TMR | 55 |
| 2.5 Teen Mothers | 60 |
| 2.6 EMRT | 82 |
| 2.7 Borderline | |
| 2.8 Educational Opportunities Class | |
| 2.9 Other | |

SECTION A - PRESENT SPECIAL EDUCATION PROGRAMS (Cont)

2. (Cont)

Borderline students are those who neither qualify for EMR or EH programs by State definitions, but lack success in an academically-oriented school structure. Many of these students are school dropouts. They comprise about 20% of the students in an average high school.

Certified teachers are provided on a ratio of 1:18 for EMR; the ratio is 1:12 for TMR and EH classes; 1:16 for PH classes; 1:27 for regular classes. Teacher aide assistance is available for EMRT students.

Within Project VITALITY, additional support staff includes 1 1/2 career development teacher; one teacher for EMRT students; the equivalent of 14 full-time teacher assistants; paid and volunteer aides.

3. Brief evaluation of strengths and weaknesses of current programs; indication of unmet needs.

3.1 Strengths of current programs

3.1.1 Provision through Project VITALITY for including all handicapped and borderline students into a single program and for ending their isolation from each other and other students is considered an outstanding strength, contributing to both student motivation and improved self-image.

3.1.2 Provision for determining specific occupational goals and the opportunity of attaining them through class-related instruction and training station experiences are being realized through Project VITALITY.

3.1.3 Recognition of and providing a framework of organizational structure which has taken professional cognizance of individual differences.

3.1.4 The diversification of career development stations involving all categories of handicapped students

3.2 Weaknesses of current programs

3.2.1 The average occupational skills program in the District is at such a level that handicapped students are not able to participate successfully in their current programs in part of their limited ability to read and compute.

3.2.2 Curriculum (course) content in preparing for a job training placement and supplemental curriculum needs to be developed after student placement on a job training situation.

SECTION A - PRESENT SPECIAL EDUCATION PROGRAMS (Cont)

3. (Cont)

3.2.3 Procedures to evaluate student capabilities and training value of specific job stations need to be developed.

3.2.4 Observation and experience in working with handicapped students in Project VITALITY classes are not being fully served by the present instructional programs.

3.2.5 School programs/activities are not meeting the general educational needs of these students.

3.2.6 Conferences among teachers, administrators and parents in view of the foregoing, and the limited identification of handicapped students with any of the schools' program or activities all attest to the fact that general educational needs of these students must be more adequately met.

3.2.7 Poverty is scattered throughout Orange County, indicated by the fact that unemployment and poverty as of March, 1971 was 7.5% representing 41,200 unemployed. In Santa Ana the percentage of families having incomes under $3000 in seven selected census (1960) tracts ranged from 17.5% to 25.7%. The target population area was designated as economically disadvantaged under Unemployment Insurance Code Sections 9602 and 9111.

3.3 Unmet needs in the order of their priority.

3.3.1 To provide an occupational skills program for handicapped students, combining classroom instruction and training station activities (JRI - Job Related Instruction) in a coordinate, sequential learning program; and develop appropriate and specific learning units (LAPS - Learning Activity Packages) which will enable handicapped students to gain proficiency in job skills appropriate to their capabilities which will lead to employment upon graduation.

3.3.2 To acquire attitude, social behavior skills, work habits, and job skills, is necessary for success on the job.

3.3.3 To motivate handicapped students leading to their increased identification and participation in the organized school program, regularity of attendance (job and school) and academic achievement.

3.3.4 To place greater emphasis in analyzing the tasks and skills required for each job station.

SECTION A - PRESENT SPECIAL EDUCATION PROGRAMS (Cont)

3. (Cont)

3.3.5 To develop procedures for assessing the training value of job-training stations.

The ranking priority was developed on the basis of the audit of the present program for all handicapped students, these students being unable to participate successfully in their current programs because of their academic and/or physical limitations due to the performance level required in average occupational skills programs.

SECTION B - PROPOSED SPECIAL EDUCATION PROGRAMS

Include the following:

1. Brief description of proposed services and activities

In the 1972-73 school year this project will provide an improved coordinated work-study program for students in grades 7-12 or equivalent ages who are legally assigned to the EMR, EH, TMR and other programs for the handicapped. Academically handicapped students, not to number more than the amount of participating EMR students, will participate and will be supported by District funds. All of the students in the project are included as being handicapped, with deficiencies in functional reading skills, academic achievement and/or readiness for the world of work.

Activities will include skill training of students in various occupational areas, including health, industrial, business, food and hotel/motel services. Training stations will be on campus-on site, on campus/off site and off campus. The District Career Development Program presently utilizes approximately 1500 community classrooms (work experience stations) which are available for appropriate training station for project students.

Learning Activity Packages will continue to be developed to provide specific skill training. An emphasis will be placed on individualized prescriptive packaging; stressing the relationships between the students' job tasks and his/her classroom work.

It is our opinion that of paramount importance for the success of the program will be the development by students of behavioral and social skills in addition to mastery of occupational skills. Emphasis in this area will be given accordingly. Motivational activities, vocational career programs, investigative field trips and the use of video tape as an instrument of student evaluation will be included in the instructional program.

In order to facilitate this type of instruction, teachers will be expected to go into the field to make the necessary task and job analyses, home visits, contact the various psychological, social and medical support services, etc. The teacher will be required to have each student be under his/her direct supervision for 2 periods (120 min.) each day. After this minimum is met, the teacher is free to flexibly schedule each student as he/she sees fit.

2. Primary objectives of the proposed program or project; rational for selecting these as priorities.

2.1 Given job-related training, 75% of the EMR, EH, TMR and other handicapped students in the target population will have capability for full time and/or gainful employment upon graduation from high school.

2.2 Given designated task and job analysis, the project staff will develop Learning Activity Packages that will relate the individual students classwork to his/her training station needs.

2.3 Given the utilization of a work-related classroom program and given an on-going career education program, the isolation of handicapped students will be eliminated.

SECTION B - PROPOSED SPECIAL EDUCATION PROGRAMS (Cont)

Rationale for Selecting Priorities

Project VITALITY will and is serving as a model or demonstration of activities already proven successful and is an exemplary solution for any school district with problems or characteristics similar to those of the Santa Ana Unified School District.

It is believed that the isolation and restriction of handicapped students from the regular school program and the identification of them as unique groups violate what our own experience has shown about the variability of learning-potential in any group of students. Experience has also shown that such isolation is destructive to the self-concept and feelings of self-worth. Parent and teacher expectations for children who are placed in EMR, EH and other classes for the handicapped are also adversely affected. Borderline students, composing about 20% of the student population in an average high school, have similar needs and should accordingly be provided for.

Therefore, we propose eliminating the isolation of handicapped students by creating a broadened program, which is appropriate to their need as well as to the needs of others who have similar academic handicaps. It is intended that this assimilation will remove the stigma and identity of these students as unique, handicapped groups.

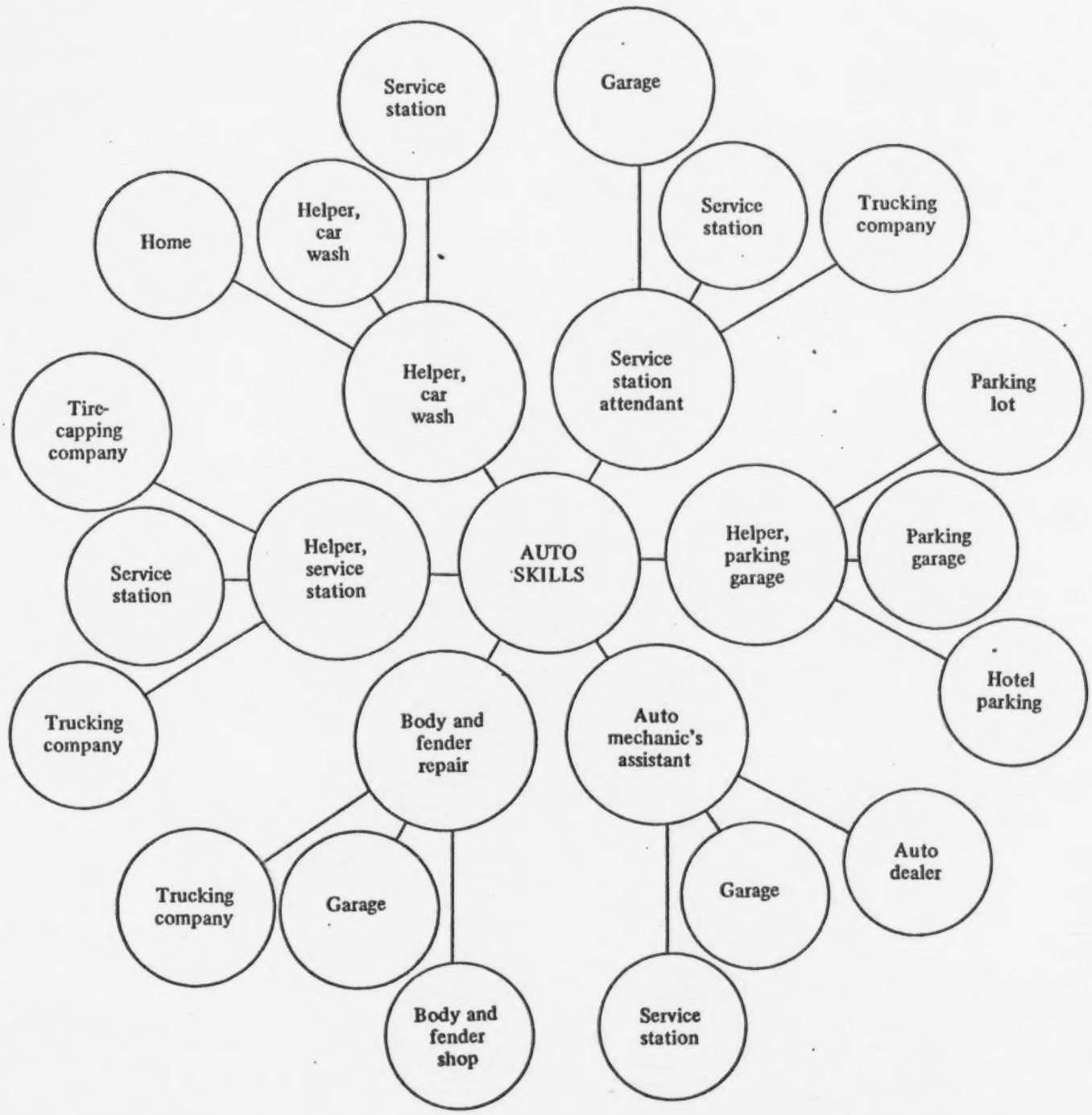
The large number (more than 30%) of secondary students who are considered potential dropouts are characterized by their irregular pattern of attendance, being absent much more frequently than other students. They are also characterized by poor or limited scholastic achievement, lack of motivation or identification with school programs and vague - often unrealistic - post-school plans.

EMR, EH, TMR and other handicapped students who are academically handicapped are included in the project and they are part of the above group. For these students the instructional program offers neither specific skill training at an appropriate level, nor a sequential program for occupational competency following high school. As a consequence, the pattern of failure is often self-defeating and tends to reinforce itself for these students. Because they are unable to respond adequately to the average or typical educational program, their response to most school-related and school-sponsored activities is negative being inappropriate or entirely absent.

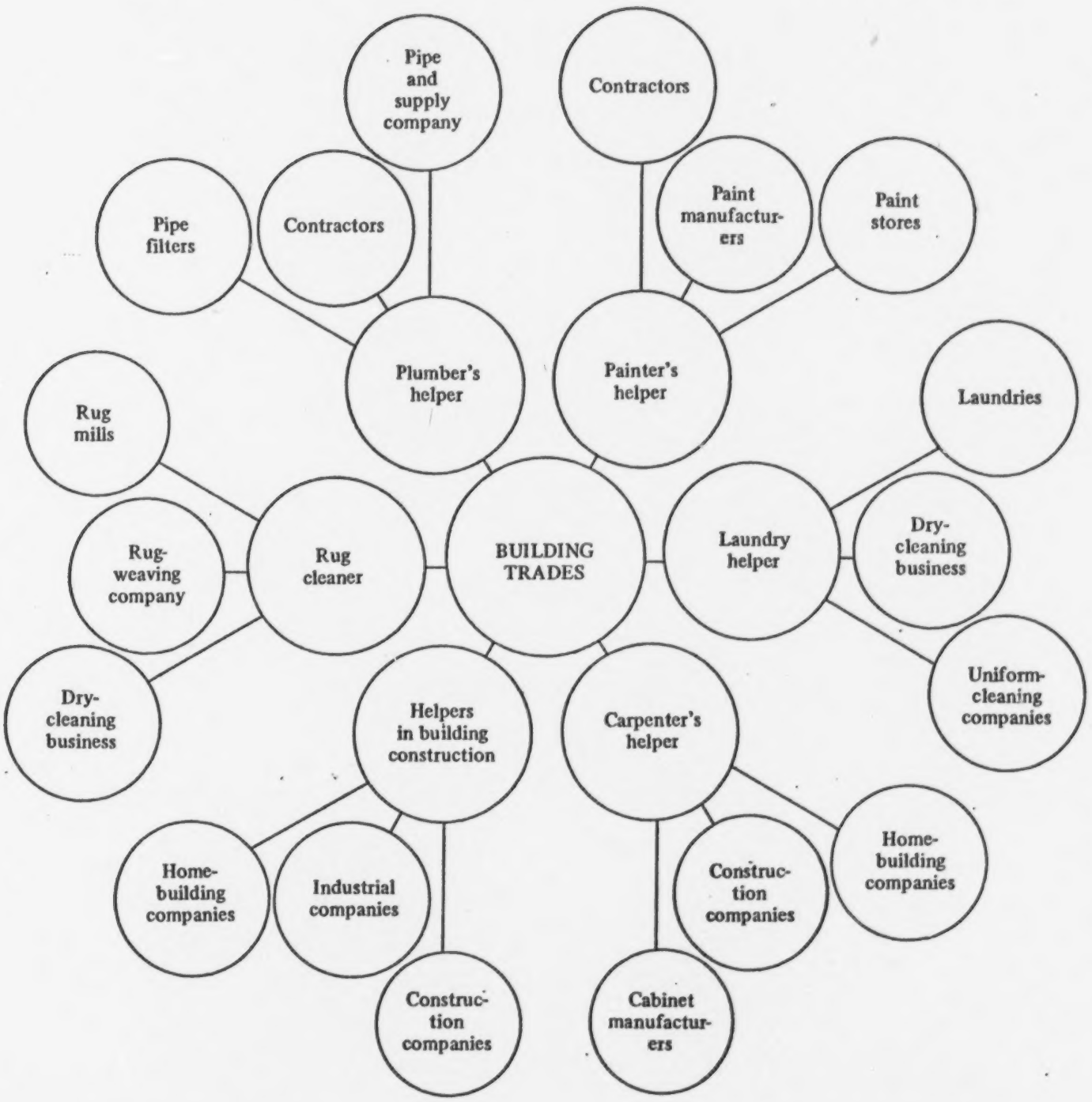
We propose to place the project students, approximately 405 in number, in a modified learning environment through use of both on-campus and off-campus training stations. These will be organized for the purpose of providing specific skill training which will lead to satisfactory performance and competence in specific occupational areas while students are in school and for employment capability upon graduation.

After careful consideration with the Director of Career Education, State of California, Division of Human Resources Development, State of California, Department of Vocational Rehabilitation and State of California, Department of Education - Division of Special Education, we feel that the following areas have the greatest potential for providing training stations leading to employment for the project students. (Other occupational areas will be added as they are found to be appropriate.) The following occupational charters were taken from the Work-Study Handbook [1971] developed by the California Department of Education - Special Education Division.

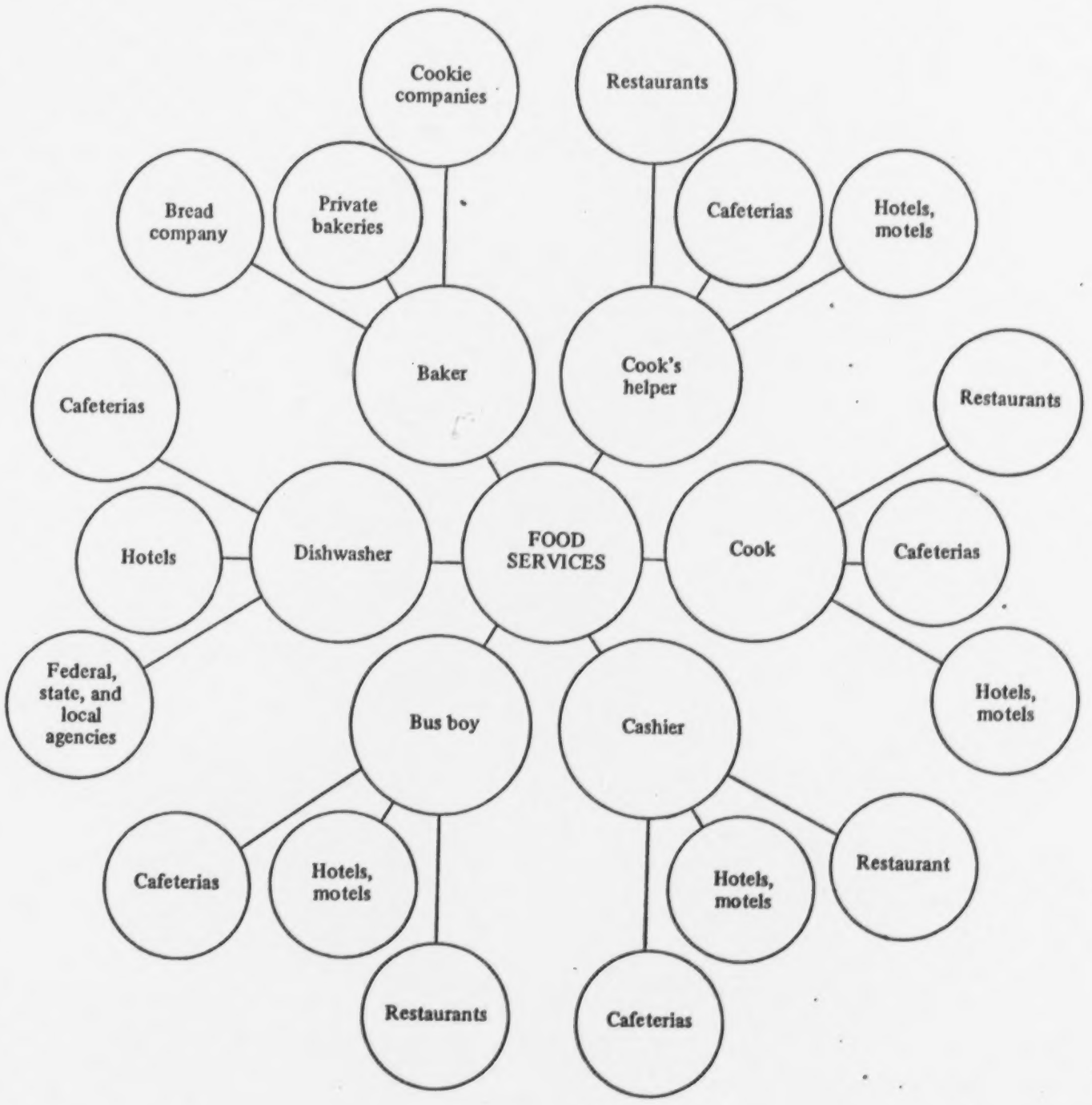
SECTION B - PROPOSED SPECIAL EDUCATION PROGRAMS



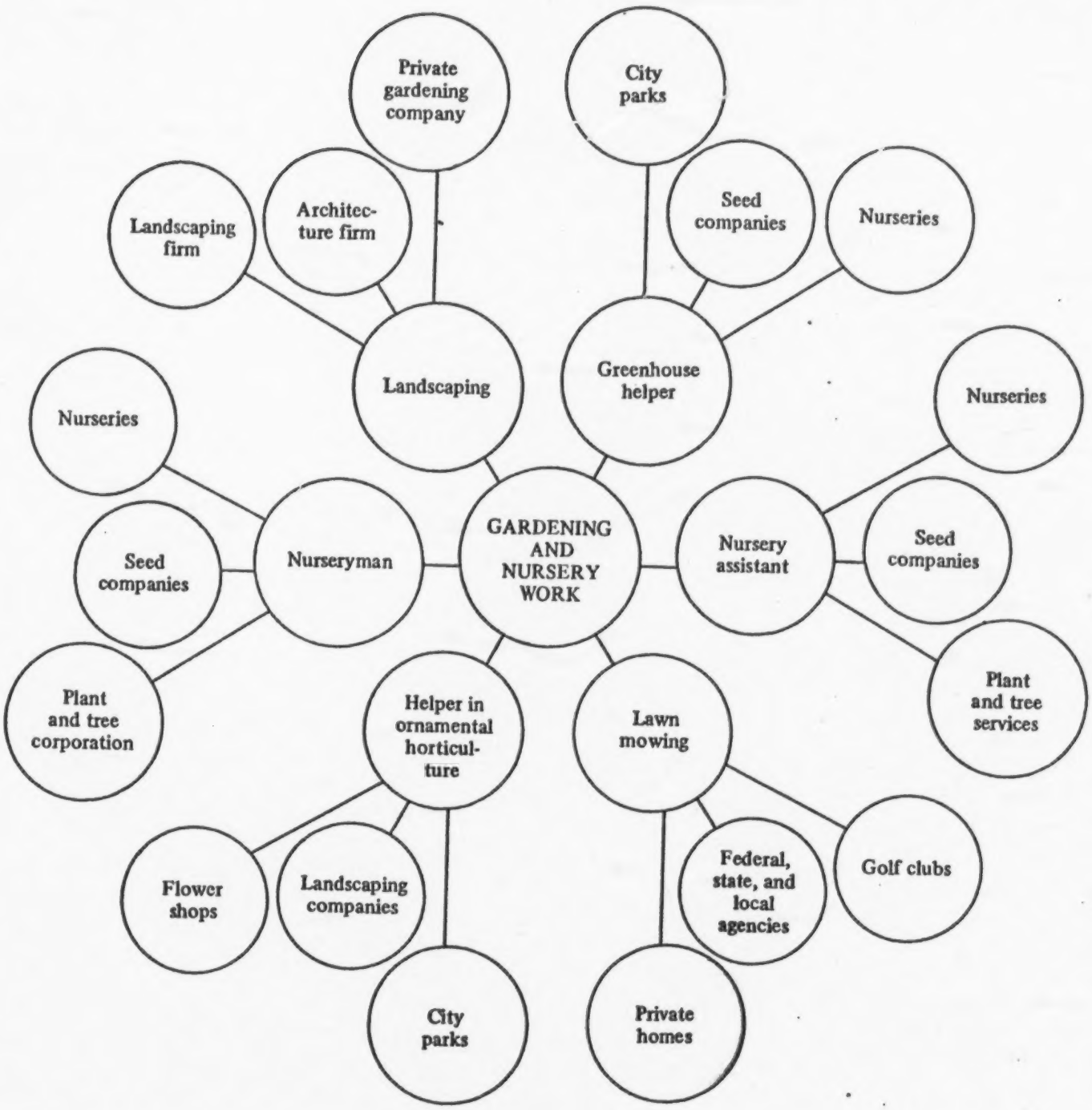
SECTION B - PROPOSED SPECIAL EDUCATION PROGRAMS



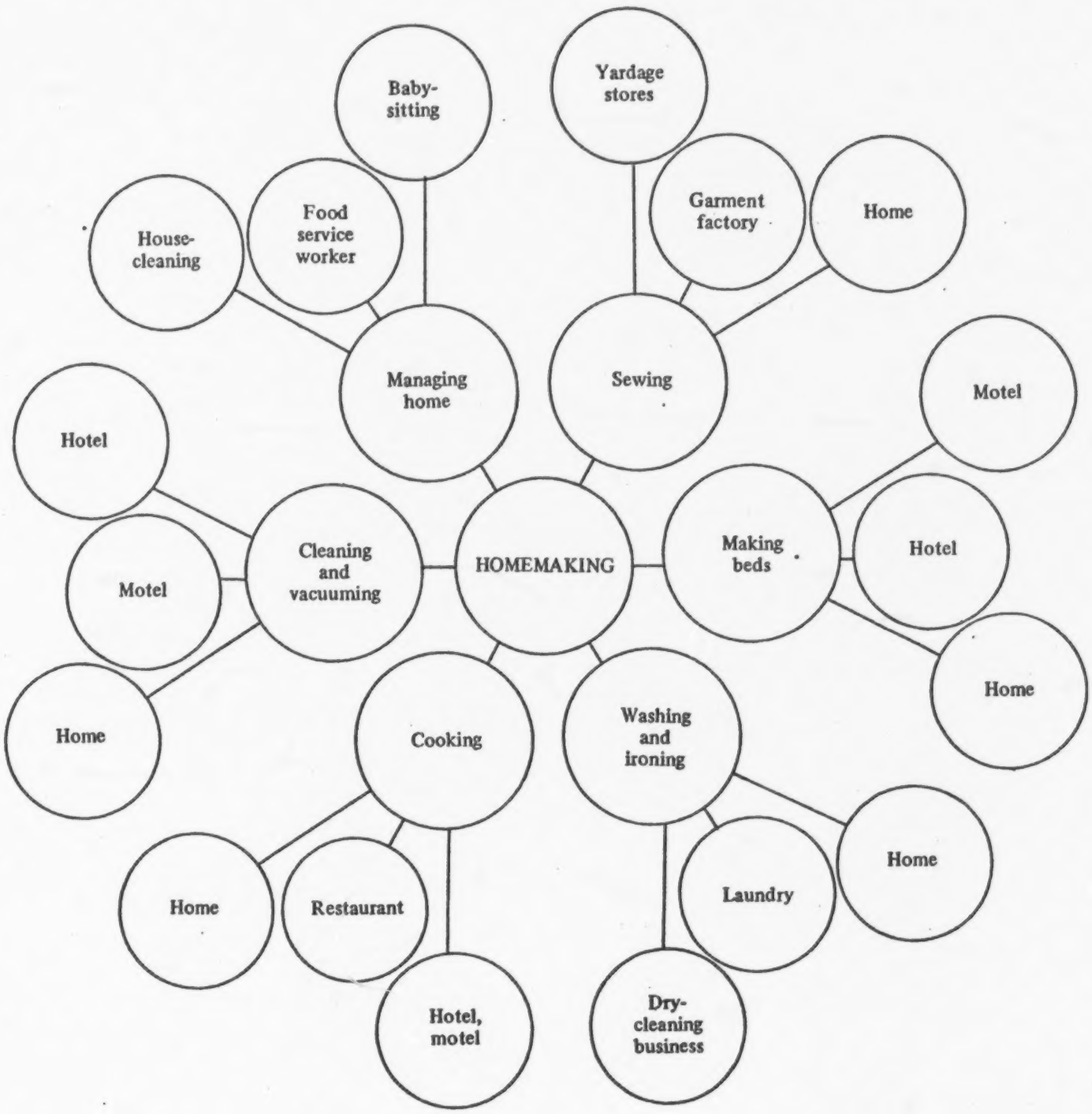
SECTION B - PROPOSED SPECIAL EDUCATION PROGRAMS



SECTION B - PROPOSED SPECIAL EDUCATION PROGRAMS

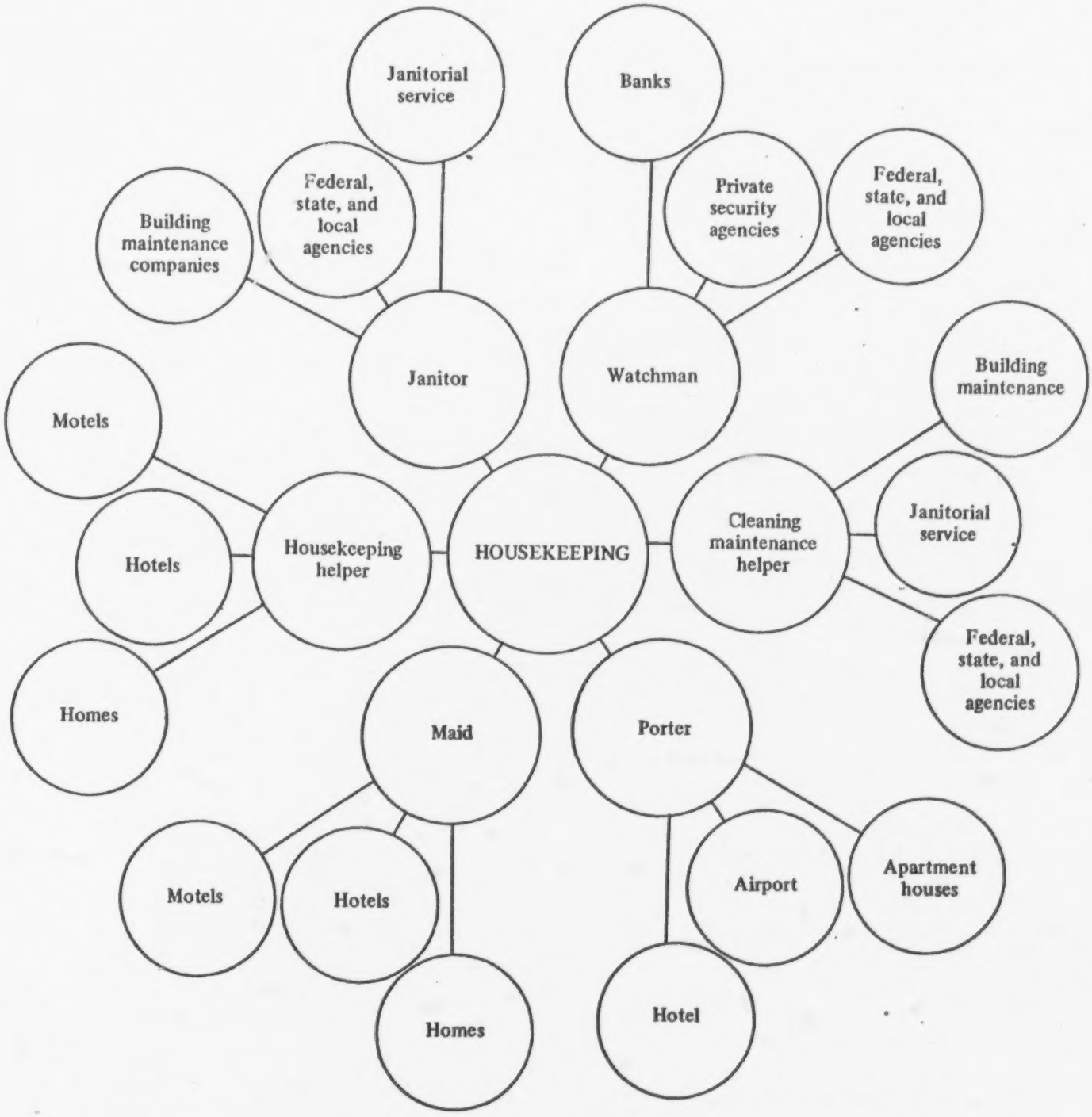


SECTION B - PROPOSED SPECIAL EDUCATION PROGRAMS



SECTION B - PROPOSED SPECIAL EDUCATION PROGRAMS

The project staff feels that this cluster group can be used as a model for the health services cluster. The food service cluster can also be used as a guide to the many tasks of a worker in the health services.



SECTION B - PROPOSED SPECIAL EDUCATION PROGRAMS (Cont)

3. Description of the proposed beneficiaries in public and private schools, including number and types of handicapped children, teachers, and other participants.

The proposed beneficiaries are students in grades 7-12 or equivalent ages who are legally assigned to the EMR, TMR, OH, EH, Teen Mothers and those students dismissed from the EMR Program after August, 1969. A number of academically handicapped students equal to the number of EMR students involved will participate and will be supported by District funds. Academically handicapped students are thos who are neither EMR or EH by State definition but who are lacking success in an academically oriented school structure. Most of the students are potential dropouts and many are now in the Educational Opportunities Program which has no career education program of its own.

The projected number of students are indicated in the following chart:

| | |
|---|---|
| EMR | 126 |
| EH | 56 |
| OH | 26 |
| TMR | 55 |
| T. Mama's | 60 |
| EMRT | 82 |
| Opp. Classes | 40 |
| TOTAL | 445 |

One parochial secondary school is within the District of Santa Ana. The principal of the school has indicated his school does not have students with the handicaps for which this project is written.

Parents of participating students have been and will continue to be involved in parent planning meetings to discuss the needs of the students as related to work-study stations and future employment.

4. Prescription and schedule of procedures to be followed in achieving the above objectives, including staffing, use of personnel, training, use of facilities, use of equipment and materials in relation to the described program, use of support services, involvement of other public and private agencies and other procedures.

The program proposed will consist of the following component parts:

Component I:

Staff development for teachers and participating personnel.

SECTION B - PROPOSED SPECIAL EDUCATION PROGRAMS (Cont)

4. (Cont)

Component II:

Information program for the parent advisory committee, ESEA Title I, ESEA Title VII and District community aides, representatives from Human Resource Development, Department of Vocational Rehabilitation, State Department of Education - Division of Special Eduation and other representatives of the educational and non-educational community.

Component III

Continued curriculum development by project members; with a stress placed on the development of descriptive LAPS.

Component IV:

Learning and training station experiences for student in the target population.

Individualized Student Programs

It should be clearly understood by all the project personnel that all stuents will not follow the same or necessarily similar program. The program will be an individualized one for each student, based mainly on the demands of his/her job tasks. Other student needs such as consumer education, that relate to work-study will also be included in the prescriptive teaching.

Use of Personnel

Certificated personnel will be utilized in the following manner: one and one-half instructors will be placed full-time as work experience teachers responsible for continuous liaison and contact with students placed on training stations. They will be available, depending on student placement, until 10 p.m. Additional teachers credentialed to work with handicapped students will be responsible for aspects of the instructional program, whether on or off campus.

The Project Supervisor, assigned half-time, will be responsible for coordinating the pre-service - in-service component of the program as well as supervising each component of the project to insure accountability throughout each of the project's components.

Provision is made in the project for a full-time counselor to be obtained through a cooperative program with the Department of Vocational Rehabilitation.

Two full-time classified aides to serve as drivers for the buses purchased with project funds, will be employed utilizing project funds.

Consultants will be utilized to assist in development of LAPS and for evaluation purposes.

One quarter-time clerical position will be included to assist in handling clerical duties connected with the project.

SECTION B - PROPOSED SPECIAL EDUCATION PROGRAMS (Cont)

5. Description and schedule of procedures to be followed in achieving the above objectives, including staffing, use of personnel, training, use of facilities, use of equipment and materials in relation to the described program, use of support services, involvement of other public and private agencies and other procedures.

   Set forth under pages 16 through 29.

SECTION B-DESCRIPTION AND SCHEDULE OF PROCEDURES

1.0 Provide teaching staff and support personnel

| ACTIVITIES | REQUIRED PERSONNEL, EQUIPMENT AND FACILITIES | COSTS | Time Allocation by Month 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1.1 Advertise for new positions | Personnel Dep't., 3 hrs | * | | | | | | | | | | | | |
| 1.2 Interview candidates | Personnel Dep't., 10 hrs. | * | | | | | | | | | | | | |
| 1.3 Select & assign staff | Personnel Dep't., Spec. Ed. Dep't & Project Supervisor, 6 hrs. | * | | | | | | | | | | | | |
| 1.4 Supervise & coordinate the project throughout the year | | | | | | | | | | | | | | |
| 1.4.1 Project Supervisor ½ time & work experience teacher ½ time | Project Supervisor | $14,101 | o | | | | | | | | | | | |
| 1.4.2 Project work experience coordinator, ½ time | Work Experience Coord. | 6,000 | | o | | | | | | | | | | |
| 1.4.3 ¼ time clerk | Clerk/Typist | 2,200 | o | | | | | | | | | | | |
| 1.5 Teach project students throughout the year | 22 Teachers<br>2.5 Teacher Aides/Assis. | *<br>11,561 | | o | | | | | | | | | | |
| * contributed by local District funds | | | | | | | | | | | | | | |
| Total Costs | | 33,862 | | | | | | | | | | | | |
| Monthly Cash Flow | | | 1100 | 3166 | 3166 | 3166 | 3167 | 3166 | 3166 | 3166 | 3167 | 3166 | 3166 | 1100 |

SECTION B-DESCRIPTION AND SCHEDULE OF PROCEDURES

2.0 Provide instructional staff development.

| ACTIVITIES | REQUIRED PERSONNEL, EQUIPMENT AND FACILITIES | COSTS | Time Allocation by Month 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2.1 Plan for staff development | Project supervisor, 40 hrs., Instructional consultant, 1 day | * $ 100 | o---- | | | | | | | | | | | |
| 2.2 Staff participation in pre-service project orientation of goals and objectives. | Project staff, 440 hrs. | 3,400 | o---- | ---- | | | | | | | | | | |
| | Instructional consultants 3 days | 300 | o---- | ---- | | | | | | | | | | |
| 2.3 New staff visitation of training stations | Project staff 1 day; hire substitute teachers | 200 | | o--- | | | | | | | | | | |
| 2.4 Inservice of staff in methodes of writing and developing Learning Activity Packages. | Project staff 1 day; hire substitute teachers | 200 | | o--- | | | | | | | | | | |
| | Instructional consultants, 3 days. | 300 | | o--- | | | | | | | | | | |
| 2.5 Staff development in teaching methods, use of materials & equip. | Project staff, 235 hrs. | 2,200 | | o---- | ---- | ---- | | | | | | | | |
| | Instructional consultants, 2 days | 200 | | o---- | ---- | | | | | | | | | |
| 2.6 Parent Steering Committee inservice | Project staff, Instructional consultant, 1 day | 100 | | o---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- |

* Insert only on last page of program as total program costs.

Total Costs 7,000

Monthly Cash Flow 2800 2710 610 610 10 10 10 10 10 10 10

SECTION B-DESCRIPTION AND SCHEDULE OF PROCEDURES

3.0 Locate job stations for handicapped students

| ACTIVITIES | REQUIRED PERSONNEL, EQUIPMENT AND FACILITIES | COSTS | Time Allocation by Month 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3.1 Compile list of jobs appropriate for handicapped students | On-going duties of Project staff | * | | o | - | - | - | - | - | - | - | - | - | |
| 3.2 Compile list of local business & industry capable of providing job stations | On-going duties of Project staff | * | | o | - | - | - | - | - | - | - | - | - | |
| 3.3 Personnel visitations of the various job stations | Project staff | $1,000 | o | - | - | - | - | - | - | - | - | - | - | - |
| 3.4 Plan and implement individual student-job station supervisor meeting | On-going duties if Project staff | * | | 0 | - | - | - | - | - | - | - | - | - | |
| | | | 83 | 83 | 83 | 83 | 83 | 83 | 83 | 83 | 84 | 84 | 84 | 84 |

* Insert only on last page of program as t tal program costs.

Total Costs 1,000

Monthly Cash Flow

SECTION B-DESCRIPTION AND SCHEDULE OF PROCEDURES

4.0 Provide Learning Activity Packages for specific skills

| ACTIVITIES | REQUIRED PERSONNEL, EQUIPMENT AND FACILITIES | COSTS | Time Allocation by Month 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4.1 Define the specific academic skills needed for each job station | On-going tasks of project personnel | * | | o- | - | - | - | - | - | - | - | - | - | |
| 4.2 Define the social, psycological & physiological skills, characteristics, etc. needed for each job station | On-going tasks of project personnel | * | | o- | - | - | - | - | - | - | - | - | - | |
| 4.3 Obtain information relative to future employment in each job | On-going task of project personnel | * | | o- | - | - | - | - | - | - | - | - | - | |
| 4.4 Write job safety requir. | On-going task of project personnel | * | | o- | - | - | - | - | - | - | - | - | - | |
| 4.5 Develop specific job skill requirements into a learning sequence | On-going task of project personnel | * | o- | - | - | - | - | - | - | - | - | - | - | |
| 4.6 Write and print grading and reporting system for employer, teacher and parents; print learning activity packages | Printing Dep't.<br>Xerox Dep't. | $ 300<br>300 | o- | - | - | - | - | - | - | - | - | - | - | |
| *Insert only on last page of program as total program | costs | | | | | | | | | | | | | |
| | Total Costs | 600 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| | Monthly Cash Flow | | | | | | | | | | | | | |

SECTION B-DESCRIPTION AND SCHEDULE OF PROCEDURES

4.0 (Continued)

| ACTIVITIES | REQUIRED PERSONNEL, EQUIPMENT AND FACILITIES | COSTS | Time Allocation by Month 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4.7 Purchase equipment and materials as listed. | Materials, Tapes, Film, etc. | $ 400 | | o---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | |
| | Instructional Supplies | 1,750 | | o---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | |
| | 1 Programmer---Sound-o-matic | 195 | o--- | | | | | | | | | | | |
| | 2 Tachistoscope--Rheem | 250 | o--- | | | | | | | | | | | |
| | 2 Rheem "T-scope" Programs | 270 | o--- | | | | | | | | | | | |
| | 6 Cassette recorders--Rheem | 300 | o--- | | | | | | | | | | | |
| | 6 Graflex Study Mate | 162 | o--- | | | | | | | | | | | |
| | 1 Grolier Consumer Educ. Kit | 250 | o--- | | | | | | | | | | | |
| | 2 Action Reading Series; Drugs & Getting Together | 120 | o--- | | | | | | | | | | | |
| | 6 Flex-Ed teaching mach. | 180 | o--- | | | | | | | | | | | |
| | 11 Flex-Ed programs | | | | | | | | | | | | | |
| | 2 401-LD | 150 | o--- | | | | | | | | | | | |
| | 1 404-SE | 140 | o--- | | | | | | | | | | | |
| | 1 206-R | 210 | o--- | | | | | | | | | | | |
| | 1 305-M | 210 | o--- | | | | | | | | | | | |
| | 6 CK-501 | 60 | o--- | | | | | | | | | | | |
| | Total Costs | 4,670 | 2520 | 215 | 215 | 215 | 215 | 215 | 215 | 215 | 215 | 215 | 215 | |
| | Monthly Cash Flow | | | | | | | | | | | | | |

SECTION B-DESCRIPTION AND SCHEDULE OF PROCEDURES

5.0 Identify--EMR, TMR, OH, PH,EH and Academically Handicapped students and assign to job stations.

| ACTIVITIES | REQUIRED PERSONNEL, EQUIPMENT AND FACILITIES | COSTS | Time Allocation by Month 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 5.1 Prepare list of eligible handicapped students | Director of Spec. Educ. | * | | | | | | | | | | | | |
| 5.2 Select handicapped students for program | District Screening Comm. | * | | | | | | | | | | | | |
| 5.3 Present to students an overview of job stations available | Project staff | * | | o--- | | | | | | | | | | |
| 5.4 Administer occupational interest inventory ot project students | Project teachers | * | | o--- | | | | | | | | | | |
| 5.5 Schedule & program students for in-class instruction and job training stations | Project staff | * | | o---------- | | | | | | | | | | |
| 5.6 Schedule transportation to job stations & field trips for students as required | Project Supervisor<br>Bus operating costs for yr. | *<br>$2,680 | o--- | o---------- | | | | | | | | | | o--- |
| 5.7 Re-assign students to new work stations when necessary | Project staff | * | | o---------- | | | | | | | | | | |
| *Insert only on last page of program as total program costs. | | | | | | | | | | | | | | |
| | Total Costs | 2,680 | | | | | | | | | | | | |
| | Monthly Cash Flow | | 223 | 223 | 224 | 223 | 223 | 224 | 223 | 223 | 224 | 223 | 223 | 224 |

SECTION B-DESCRIPTION AND SCHEDULE OF PROCEDURES

6.0 Obtain baseline data and measure individual growth at completion of training for specific job skill.

| ACTIVITIES | REQUIRED PERSONNEL, EQUIPMENT AND FACILITIES | COSTS | Time Allocation by Month 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6.1 Measure individual students math and reading skills for specific jobs | WRAT & CAT 4-6 Elem Ed. | * | | o | - | - | - | - | | | | | | |
| 6.2 Evaluate knowledge of proper use & maintenance of tools & equipment | LAP questionnaire and observation--given orally by project staff | | | o | - | - | - | - | - | - | - | - | - | - |
| 6.3 Evaluate personal and social competence prior to placement | Rating scale from Student Profile Sheet | | | o | - | - | - | - | - | - | - | - | - | - |
| 6.4 Evaluate on-the-job performance | Project staff | * | | o | - | - | - | - | - | - | - | - | - | - |
| 6.5 Update work evaluation design and conduct program evaluation for accountability purposes | Project Supervisor | * | o | - | - | - | - | - | - | - | - | - | - | - |
| 6.6 Annual re-test and evaluation of project students. | Project staff, 300 hrs. | * | | | | | | | | | | o | - | - |

*Insert only on last page of program as total program costs.

Total Costs 000

Monthly Cash Flow

SECTION B-DESCRIPTION AND SCHEDULE OF PROCEDURES

7.0 Evaluate number of students in the project who graduate from programs in actual job placements.

| ACTIVITIES | REQUIRED PERSONNEL, EQUIPMENT AND FACILITIES | COSTS | Time Allocation by Month 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 7.1 Keep record of graduate students job placements | Project staff | * | | o- | - | - | - | - | - | - | - | - | - | |
| 7.2 Folow-up with employee as to training effectiveness & recommendations for changes | Project work experience coordinator & Dep't. Voc. Rehab. counselor | * | | o- | - | - | - | - | - | - | - | - | - | |
| 7.3 Survey gratuated students after 6 months to determine number of successfully employed | Project supervisor & Dep't Voc. Rehab. counselor | * | | | | | o- | - | - | | | | | |
| 7.4 Disseminate information about project | Project supervisor | * | o- | - | - | - | - | - | - | - | - | - | - | - |

*Insert only on last page of program as total program costs.

Total Costs _____ 000

Monthly Cash Flow _____

SECTION B - STAFFING, USE OF PERSONNEL

QUALIFICATIONS AND RESPONSIBILITIES OF PROFESSIONAL PERSONNEL

Project Supervisor
(Robert Shorb)

| Responsibilities | Qualifications | Involvement in Program | Salary |
|---|---|---|---|
| 1. To report to Building Principal. | 1. A valid teaching credential | one-half time | Regular placement on salary schedule |
| 2. To direct project activities. | 2. Five years educational experience | | |
| 3. To coordinate and assist in evaluating research and selection of instructional materials. | 3. Experience in working with handicapped youngsters | | |
| 4. To coordinate the development of Learning Activity Packages. | | | |
| 5. To work cooperatively with District Director of Special Education, District Director of Occupational Education in development of Pre-service and In-service program for staff. | | | |

SECTION B - STAFFING, USE OF PERSONNEL

QUALIFICATIONS AND RESPONSIBILITIES OF PROFESSIONAL PERSONNEL

Work Experience Teachers
(1 - Robert Shorb)
(2 - Ray Sothern )

| Responsibilities | Qualifications | Involvement in Program | Salary |
|---|---|---|---|
| 1. Organize, coordinate the work education program in Project VITALITY. | 1. Posesses a valid Teaching Credential | two half time | Regular placement on salary schedule |
| 2. Responsible to the Project Supervisor for Project VITALITY. | 2. Two or more years successful teaching at secondary level. | | |
| 3. Work closely and cooperatively with the District Work Education Coordinator. | 3. Preferably experience in working with | | |
| 4. Meet with and cooperate with all members of project staff in the implementation of project. | 4. Preferably have the ability to communicate in both English and Spanish. | | |
| 5. Contact, organize and utilize community resources for implementing expansion of the project. | | | |
| 6. Be available to work at irregular hours outside regular school day, including night times and Saturdays. | | | |

SECTION B. STAFFING, USE OF PERSONNEL

QUALIFICATIONS AND RESPONSIBILITIES OF PROFESSIONAL PERSONNEL

Special Education Teachers

| Responsibilities | Qualifications | Involvement in Program | Salary |
|---|---|---|---|
| 1. Responsible to Building Principal and reports to Project Supervisor. | 1. Must hold a valid State of California Credential for teacher of EMR or Physically Handicapped classes. | Full Time Teaching Day | $11,000 |
| 2. Work closely with Project Supervisor in preparation of Learning Activity Packages. | 2. At least three years teaching experience. | | |
| 3. Work closely with the Work Experience Teachers in the assignment and supervision of students in work experience stations. | 3. Preferably should have course work in Counseling. | | |
| 4. Maintain complete and accurate file of student records as prescribed on the job weekly performance ratings, including behavior reports, parent contact reports and attendance follow-up reports. | 4. Preferably have the ability to communicate in both English and Spanish. | | |
| 5. Participate in pre-service and in-service staff meetings. | | | |
| 6. Establish and maintains a system of communication with parents or guardians. | | | |
| 7. Provide large and small group and individualized instruction. | | | |

SECTION B. STAFFING, USE OF PERSONNEL

QUALIFICATIONS AND RESPONSIBILITIES OF PROFESSIONAL PERSONNEL

Teacher Assistants (Para Professional)

| Responsibilities | Qualifications | Involvement in Program | Salary |
|---|---|---|---|
| 1. Under immediate supervision of teacher, perform instructional and other tasks supportive of teacher's effort. | 1. Certificate from County Schools Office. | Full Time | $2.23 per hour |
| 2. Assist with planning preparing and organizing other learning opportunities. | 2. Enrollment in a teacher training program at an approved institution. | | |
| 3. Assist with presentation of lesson, discussions, experiments, demonstrations. | 3. Ability to communicate effectively and follow written and oral instructions, preferably in both English & Spanish. | | |
| 4. Tutor individual students. | 4. Preferably able to type. | | |
| 5. Assist with room environment. | 5. (Two only) Posses valid California chauffeurs license for driving school bus. | | |
| 6. Assist with excursions and field trips. | | | |
| 7. Assist with administration of tests. | | | |
| 8. Assist with student activities. | | | |
| 9. Assist with scoring tests and pupil work. | | | |
| 10. Perform other duties as required. | | | |
| 11. (Two only) Drive van to deliver and pickup students at job stations. | | | |

SECTION B. STAFFING, USE OF PERSONNEL

QUALIFICATIONS AND RESPONSIBILITIES OF PROFESSIONAL PERSONNEL

Consultant
Instructional Service Specialist
(Reading)

| Responsibilities | Qualifications | Involvement in Program | Salary |
|---|---|---|---|
| 1. Provide pre-service and in-service education regarding remedial reading instruction.<br>2. Assist staff on consulting basis. | 1. Recognized authority in field of remedial reading techniques. | Five days Estimated on an if and as needed basis. | $100 per day plus expenses |

Consultant
Learning Activity Packages and Evaluation

| Responsibilities | Qualifications | Involvement in Program | Salary |
|---|---|---|---|
| 1. Provide pre-service and in-service education to project personnel.<br>2. Assist staff on consultant basis in identifying and writing Learning Activity Packages.<br>3. Assist in designing and carrying out evaluation of project. | 1. Recognized authority in occupational education. | Fifteen days Estimated on an if and as needed basis | $100 per day plus expenses |

SECTION B. STAFFING, USE OF PERSONNEL

QUALIFICATIONS AND RESPONSIBILITIES OF CLASSIFIED PERSONNEL

Clerk Typist

| Responsibilities | Qualifications | Involvement in Program | Salary |
|---|---|---|---|
| 1. Responsible to Project Supervisor.<br><br>2. Perform variety of clerical and typing functions related to Project VITALITY. | 1. Knowledge of modern office practices and procedures.<br><br>2. Knowledge of and ability to prepare proper business correspondence.<br><br>3. Knowledge of proper filing methods and procedures.<br><br>4. Ability to operate standard office equipment including typewriter and adding machine.<br><br>5. Ability to perform clerical work of average difficulty requiring accuracy and speed.<br><br>6. Ability to spell correctly and use good English.<br><br>7. Ability to make simple arithmetical computations.<br><br>8. Ability to type from clear copy at a speed of 40-50 words per minute.<br><br>9. High school diploma including one year of business training. | 1/4 Time | As listed on Classified Salary Schedule. |

SECTION C - TIME SCHEDULE AND ARRANGEMENTS

1. Beginning and ending dates for regular school term and summer term.

   Regular school term, 1972-73: September 11, 1972 to June 15, 1973.

   Summer Term, 1972: June 26 to August 11, 1972

2. Daily or weekly schedule for the participation of children in these activities.

   As indicated under Section B, the program will be an individualized one for each student. Student schedules will be flexible, without regard for specific periods. The proposed Time Line designates the overall for the 1972-73 project.

3. Existing facilities available for these activities.

   Facilities to be used in the project will consist of classrooms in all secondary schools. Existing programs at Saddleback High School, Valley High School, Carl Harvey and Lathrop Junior High will continue. Added to the program will be all handicapped classes at Smedley Junior High, Willard Junior High and Santa Ana High School. All rooms will be furnished to facilitate operation of the project. No leases are involved.

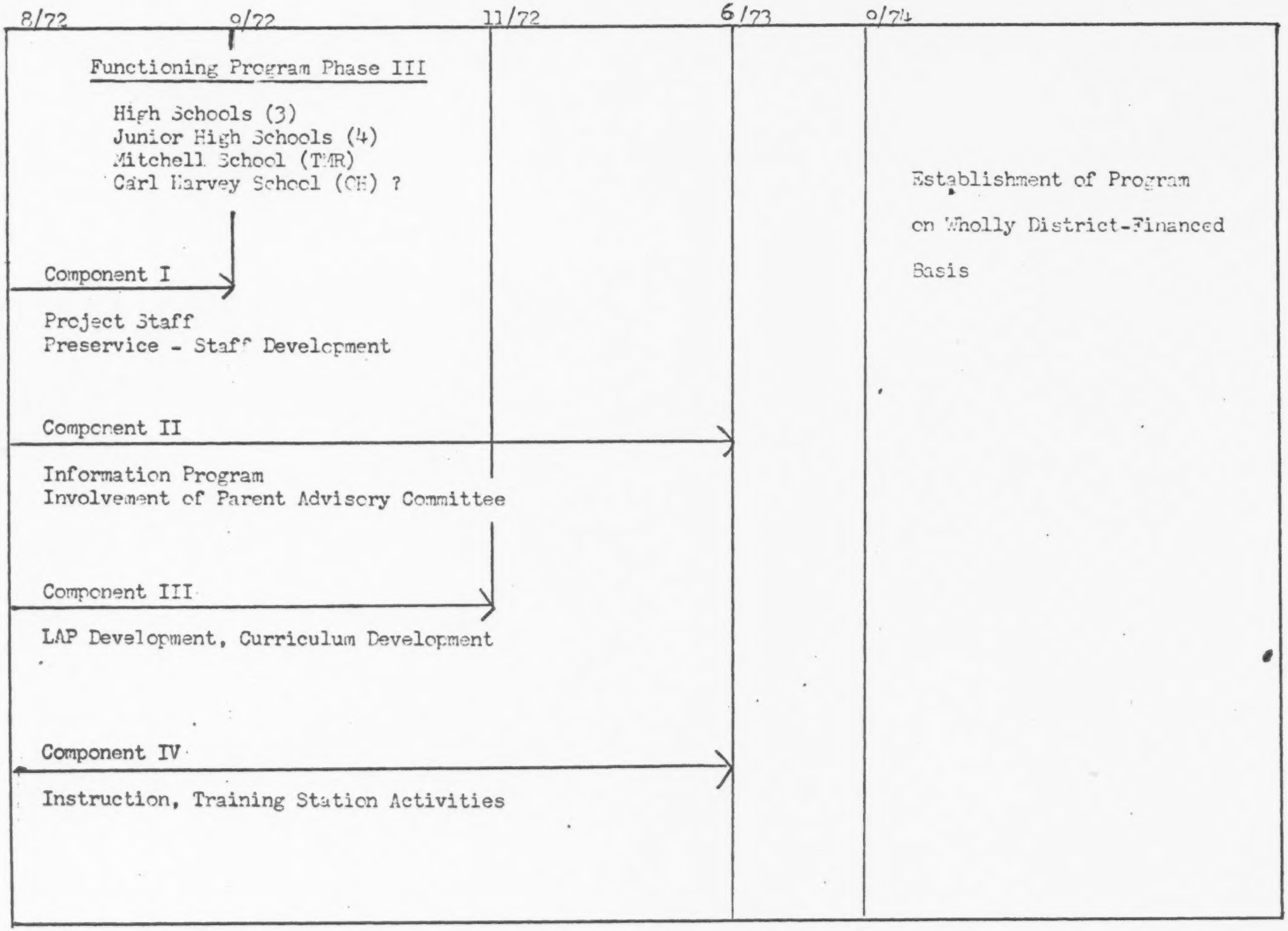
4. Plan, if any, for participation of parents and volunteers.

   A Parent Steering Committee to participate in an advisory capacity has been organized for the purpose of gaining parent involvement and support and for discussion of student (program) needs as related to training stations and their future employment. The committee will be expanded at each school.

5. Staff development for staff members.

   Staff development, an integral part of the program, is detailed under Section B.

SECTION C - Continued



SECTION D - JUSTIFICATION FOR CAPITAL OUTLAY

Provide justification for construction and equipment included in the project budget, and list all items of equipment.

1. Materials and equipment for nine project classes have been obtained during this budget period, which comprises the second year of the project.

2. It is anticipated that the nine teachers who were trained for the project this year will be continuing next year; and an additional two classes will be included in the 1972-73 school year: thus, these eleven classrooms will need portions of the materials and equipment purchased in order to operate Project VITALITY again next year. There will be also a replacement need of the items consumed this year.

   If the teachers, trained by Project VITALITY, were to lose materials and equipment, it would be self-defeating to Project VITALITY and the type of program it represents.

3. The additional two classrooms will be added for the 1972-73 school year, beginning with the pre-service staff development meeting in August, 1972. The staff development meeting will be a joint meeting of this year's project teachers, new teachers, consultants and administrators. The new teachers joining the project will need classroom equipped with materials and equipment for learning centers. This will be a joint effort of EHA Title VI-B and the Santa Ana Unified School District Special Programs. District monies will pay for the equipment and materials to bring the new project classrooms up to the standard of this year's classes.

4. A recommendation by the audit committee suggests investigation of materials purchased by other districts in lieu of purchase of some commercially prepared materials and equipment presently used, and to continue to develop materials (LAPS) by Project VITALITY teachers and staff in the District - to develop a closer relationship between work stations and classroom curriculum.

## SECTION E - PROGRAM OF PROJECT EVALUATION

Describe the methods to be used in evaluating the effectiveness of the program in achieving the above objectives, and also describe the assistance to be given by outside agencies in the evaluation.

| Project Objectives | Evaluation |
|---|---|
| 0.0 Given job-related training, 75% of the borderline, EMR, PH, EH and TMR students in the target population will have capability for full time and/ or gainful employment upon graduation from high school. | 0.0 Evaluation of this objective will be made through survey of training station supervisors (employers) who will be asked to rate, on a District-made rating scale, the employability of students at the time of graduation, whether or not an employment position is presently available. In addition, follow-up will be conducted with all students in the project during the six-month period following their graduation to tabulate the number who have obtained full time and/or gainful paid employment. |
| 0.1 Given designated task and job analysis, the project staff will develop Learning Activity Packages for class-room instructional purposes, relating the instructional program to training station needs for students in the target population. | 0.1 Evaluation of this objective will be through catalog listing of each Learning Activity Package as it is completed and by its use in the instructional program for target population students. |
| 0.2 Given a broadened program which is appropriate to student needs and given the use of on-campus and off-campus training stations, the isolation of handicapped students will be eliminated. | 0.2 Evaluation of this objective will be made by record verification and tabulation of all handicapped students who have been integrated with students from other programs. |
| **Procedural Objectives** | **Evaluation** |
| 1.0 Select project staff. | 1.0 Evaluation will be confirmation that the personnel indicated have been selected and assigned. |
| 2.0 Provide inservice training for instructional staff. | 2.0 A schedule will be kept of each preservice and inservice meeting. A questionnaire will be completed by each staff member to rate the effectiveness of the inservice training. |

| Procedural Objectives | Evaluation |
|---|---|
| 3.0 Locate job stations for borderline, EMR, EH, TMR and Physically Handicapped students. | 3.0 Evaluation will be by a tabulation of each job station which has been located and made available to students in the project. |
| 4.0 Identify borderline, EMR, EH TMR, and PH students and assign to job stations. | 4.0 A list will be made of each student in the project and the job station(s) to which he has been assigned. |
| 5.0 Obtain baseline data on each student and measure individual growth at completion of training for specific job skills. | 5.0 The follow-up study as specified under 0.0 will be conducted. |
| 5.1 Oral Language Skills | 5.1 Teacher observation, pre and post recording tapes will be used to measure increases in oral language abilities and in the ability of non-oral students in aphonic communication by use of teacher-made "talking boards." |
| 5.2 Reading | 5.2 The Wide Range Achievement Test will be given to each student at the time he is enrolled in the project. Grade placement scores for each student will be obtained. In addition, as part of the Learning Activity Package, a reading vocabulary list specific for each job will be developed and students will be pretested on their ability to read each of these words. The score obtained will be the number of words correctly read. |
| 5.3 Mathematics | 5.3 For those job stations requiring specific mathematics skills, the Learning Activity Package will include the specific mathematics problems to be taught. The number of problems completed correctly by the student will be obtained and reported.<br><br>The Wide Range Achievement Test will be used as a general measure of mathematics skills for all students enrolling in the project and again prior to their graduation from high school. |

| Procedural Objectives | Evaluation |
|---|---|
| 5.4 Knowledge of Operation and use of specific tools and equipment. | 5.4 As part of each LAP, the specific tools and equipment for each job will be listed. Students will be asked to identify and demonstrate proper use of these tools and equipment at the time they are placed on a job station, and again prior to their graduation from high school.<br><br>Measurement of success will be the number of tools and equipment correctly identified and used. |
| 5.5 Writing skills | 5.5 Writing, which is done, will be appropriate to specific LAPS. Student work will be kept and compared for growth and increased accuracy. |
| 5.6 Personal and social competence. | 5.6 A behavior rating scale has been developed to evaluate this activity. Personal appearance, ability to relate to others in a variety of situations, ability to take supervision and instruction on the job, punctuality, dependability and other necessary skills will be rated early in the student's participation in the project and again prior to graduation. |
| 6.0 Identify students in the project who graduate from high school into actual job placements. | 6.0 All students in the project will be interviewed during the six-month period following their graduation. A tally will be made of all students who are employed. The School District Department of Occupational Education is currently in the process of developing an automated five year follow-up study procedure. Tentative plans are to have this in operation by June, 1971. Project Vitality will take advantage of this procedure. |
| 7.0 Develop and institute procedures for effectively involving Parent Steering Committee. | 7.0 A record of participation by the Parent Steering Committee will be maintained. |

SECTION F. DISSEMINATION OF RESULTS

Describe the methods that will be used to disseminate the results of the project.

This project will establish a committee to organize and provide information for dissemination. The committee will be composed of the Work Experience Coordinator and teachers. Chairman of the Committee will be the Project Supervisor.

The following individuals will serve as advisers to the dissemination Committee:

Assistant Superintendent of Instruction
Director of Guidance
County Consultant for Special Education

This information will be made available to target populations:

1. Within the Santa Ana Unified School District Staff
2. Within the local community
3. Within the County

1. Plan for Dissemination within Santa Ana Unified School District Staff

   A. District Workshops and Seminars
   B. Speaking engagements to faculty groups by Project Staff
   C. Inclusion of articles in regular District newsletters

2. Plan for Dissemination within Local Community

   A. A Parent Advisory Committee has been developed and is being used to guide the project operation. They have served as a sounding board between community, home and school.

   B. Parents are invited to the schools and job training sites for advisory meetings in order to insure involvement throughout the life of the project.

   C. The Work Experience Coordinator and classroom teachers seek out work stations and will continually interpret the program, our aims and our achievements to business, industrial and professional groups.

   D. Staff members have scheduled talks to service clubs and community organizations regarding the program, including the Orange County Association for Mental Retardation.

3. Plan for Dissemination within the Educational Community

   Information and progress reports will be forwarded to the following agencies:

   A. Council for Exceptional Children.

   B. Bureau of Educational Improvement for the Handicapped.

   C. Orange County Vocational and Special Education Departments.

   D. Development Centers for Handicapped Minors

   E. California Association of School Psychologists and Psychometrists.

SECTION F - DISSEMINATION OF RESULTS

4. Procedures for Dissemination of Information

A. Project brochure has been distributed in the community.

B. Photographs of student achievement at training stations have been distributed for publicity purposes.

C. Videotape and slide presentations have been produced for use in illustrating the project.

SECTION G - COORDINATION WITH OTHER AGENCIES

Include the following:

1. Identification of all agencies consulted concerning the coordination of services provided under their programs with the services to be provided under this program or project.

   This project is planned to meet the needs of the identified target students and community as indicated by the research of high school dropouts[4], the employment and poverty study[5], and the target population of Human Resources Development, Area Manpower Review, November 1969. The project is planned to effectively implement the "work-study program" for the handicapped and borderline students as permitted and recommended by the State Department, Division of Special Schools and Services.

   The third year project planning has involved the following persons and agencies:

   Cecil Berry, Director, Special Programs
   John Boling, Principal, Mitchell School
   Anthony Dalessi, Curriculum Specialist
   Ken Iwasaki, Counselor, Department of Vocational Rehabilitation
   Ralph Jack, Director, Administration
   Gerald Lance, Projects Administrator, Instructional Administration
   Ruth Ramsey, Assistant Principal, Valley High School
   Dr. Edward Roberts, Director, Career Development Education
   Robert F. Shorb, Director, Project VITALITY
   Ray Sothern, Acting Director, Project VITALTIY
   Dr. Jack Zullinger, Director, Instructional Administration

   Orange County Department of Education Vocational and Special Education Consultants

   Special Education Teachers, Santa Ana Unified School District, EMRT (Project VITALITY) Teachers

   State Department of Education - Consultants in Special Education

[4] Santa Ana Unified School District Preliminary Proposal Dropout Prevention Program, December 1968

[5] Santa Ana Unified School District Career Development Education, An Interim Plan, August 1969

Businessmen involved in the District Work Experience Program and members of the Academy of Cerebral Palsy.

2. Description of any special arrangements made to coordinate the services to be provided by those agencies with the services proposed under this program or project.

Project VITALITY has been developed in cooperation with several employment agencies in Santa Ana and Orange County:

Odessa Dubinski, Statistical Analyst for the Santa Ana office of HRD (State of California, Division of Human Resources Development) assisted in identifying training stations to be used in terms of validity and suitability for students. HRD will participate in implementing the project.

The Goodwill Industries participated on an advisory basis during writing of the project and have expressed a desire to cooperate with the District in the project's further development and progress.

Members of the District Career Development Education Committee include representation from the Santa Ana Chamber of Commerce. Recommendations of the committee have been incorporated into the project, and, as indicated in the application (page 7 ) numerous community firms have cooperated in making training station facilities available.

We have developed a cooperative program with the Department of Vocational Rehabilitation and the placement of a VR counselor in the District.

Head of Industrial Division - Santa Ana Chamber of Commerce.

The Santa Ana Chamber of Commerce has provided an advisory member to the Santa Ana Unified School District work experience program Career Development Education and education committee.

The Santa Ana Unified School District has provided a work experience advisory committee which will work in conjunction with this Title VI-B project.

The community businesses will participate in the planning and implementation of the project. The Santa Ana Unified School District presently is working with 1000 community businesses in the work experience program. This group of businesses and industry will be expanded. The individual business will advise and consult with the work experience coordinator and supervisors in developing curriculum related to their specific job skill requirements.

Parents of the participating students will be involved in parent planning meetings to discuss the needs of the students as related to training stations and future employment.

District Community Aides are available for participating in the dissemination of information in the community and among parents of students in the target population.

SECTION G - COORDINATION WITH OTHER AGENCIES (Cont)

One local parochial high school is located within the limits of the Santa Ana Unified School District. The program will be open to the students of that school to the extent the individual students meet the same requirements as the Santa Ana Unified School District student participants. The teachers of the parochial school have been invited to participate in the inservice component of the project. The principal of the parochial school, however, indicated the school does not have students who would qualify for this project.

SECTION H - DEMONSTRATION OF NEED FOR EHA TITLE VI-B FUNDS

Provide evidence that all local and state funds available to support special education programs are being used for that purpose and that activities for which Title VI-B funds are requested are, in fact, "over and above" the normal effort of the applicant agency to serve handicapped children.

The Career Development Program has been funded by local support for regular class students. The handicapped student job-training program has been funded by Phase II, Title VI-B, Project VITALITY, and by local tax support plus Special Education excess cost funds. The District is presently supporting the EMR Program at the rate of $1564.00 per student up and beyond state income. (State income $772.00 per student)

This project will be funded by local support and Special Education excess cost funds plus EHA Title VI-B funds to supplement the development of curriculum, Learning Activity Packages, transportation, consultants service and required additional instructional equipment and supplies. The funds requested will permit the District to continually develop a detailed work-study program related directly to the requirements of the job skills and the student's need.

SECTION I - ESTIMATED COST OF PROPOSED PROGRAM OR PROJECT

COMPARATIVE BUDGET

| | | | District | EHA Title VI-B |
|---|---|---|---|---|
| 0200 | Supervision & Instruction (Robert Shorb | | $ | $ 14,717 |
| 0200 | Certificated Salaries | | | |
| | Work Experience Teachers (two half time) | | 6,000 | 6,000 |
| | Robert Shorb<br>Ray Sothern | | | |
| | Teachers (14) Full Time - Special @ $11,000 | | 154,000 | |
| | Teachers (12) Full Time - Regular @ $11,000 | | 132.000 | |
| | Teachers (14) Pre-service/in-service | | | 6,000 |
| | Instructional Aides (EMR/EH-Special Education) | | 18,158 | |
| | Teacher Assistants (2.47/hr X 4 X 175) | | | 1,561 |
| | Community Aides (Bus Drivers)<br>492 X 10 = 4920 X 2 = 9840 X 5% | | | 10,332 |
| | Consultants - (Reading, LAPS, Evaluation)<br>20 @ $50 | | | 1,000 |
| | Clerk Typist<br>8316 X 5% = 8832 (1/4 time) | | | 2,200 |
| | Vocational Rehabilitation Counselor | | 14,000 | |
| | Instructional Supplies - Buy outs | | | 1,750 |
| | Warehouse | | | 500 |
| | Printing | | | 300 |
| | Xerox | | | 300 |
| | Audit | | | 750 |
| | Mileage (Work Experience Staff - 10¢ per mile) | | | 1,000 |
| 0500 | Transportation, Pupil | | | 1,550 |
| | Field Trips | | | 250 |
| | Maintenance | | | 500 |
| | Emergency Bus Leasing | | | 380 |
| | Fixed Charges: | | | |
| | 0811-31-86 Annuity 20,718 X .032 | 663.00 | | |
| | 0812-32-86 Permanent Fund 15.66 X 2 | 31.32 | | |
| | 0821-33-86 SERS 12,532 X .0724 | 907.00 | | |
| | 0822-34-86 OASDI 12,532 X .052 | 652.00 | | |
| | 0831-35-86 Ins. Cert. 350 X 1.5 | 525.00 | | |
| | 0832-35-86 Ins. Class. 350 X 2.25 | 787.00 | | |
| | 0840-36-86 Wkms Comp 33,250 X .0056 | 186.00 | | 3,747 |

SECTION I - ESTIMATED COST OF PROPOSED PROGRAM OR PROJECT (Cont)

| New Equipment | | District | EHA Title VI-B |
|---|---|---|---|
| 1 | Programmer (sound-o-matic) @ $195.00 | | |
| 2 | Tachistoscope (Rheem) 250.00 | | |
| 2 | T-Scope Program (Rheem) 270.00 | | |
| 6 | Cassette Recorders (Rheem) 300.00 | | |
| 6 | Graflex Study Mate 162.00 | | |
| 1 | Grollier Consumer Educ. Kit. 250.00 | | |
| 2 | Action Reading Series: (Drugs & Getting Together) 120.00 | | |
| 6 | Flex-Ed Teaching Machines 180.00 | | |
| 11 | Flex-Ed Programs | | |
| 2 | 401-LD 150.00 | | |
| 1 | 404-SE 140.00 | | |
| 1 | 206-R 210.00 | | |
| 1 | 305-M 210.00 | | |
| 6 | CK-501 60.00 | | 2,520.00 |
| | | $324,158.00 | $ 55,357.00 |

PART III

COOPERATIVE AGENCY AGREEMENT

(DOES NOT APPLY)

PART IV

RESOLUTION OF BOARD

## PART IV. RESOLUTION OF GOVERNING BOARD

WHEREAS, the Congress of the United States by passage of Title VI-A of the Elementary and Secondary Education Act, as amended, has declared it to be a national responsibility to provide financial assistance to the schools of the states in developing programs and projects for the benefit of handicapped children and youth, and

WHEREAS, pursuant to said title and act, funds have been made available to the state of California for reallocation to public education agencies in accordance with the California state plan for improving educational and related services for handicapped children and youth, and

WHEREAS, the Santa Ana Unified School District
(Agency)
is now utilizing all appropriate resources in its endeavor to upgrade its special education programs for handicapped children and now seeks to avail itself of the opportunity to provide additional programs and services under Title VI-A financial assistance,

NOW THEREFORE, be it resolved that Santa Ana Unified School District
(Authorized agent)
is hereby authorized and directed to prepare and submit a project application under the Title VI-A funding program and to make any and all reports required by the state of California or the government of the United States in the administration of such program, and

BE IT FURTHER RESOLVED that said agent is hereby authorized and directed to expend or cause the expenditure of funds received for the purposes as stated in said program, and in accordance with applicable federal and state laws and regulations.

I hereby certify the foregoing to be a full, true, and correct copy of a resolution duly adopted by the governing board of the Santa Ana Unified School District
(Agency)
at a regularly scheduled meeting of said board held at Santa Ana
(Place)
on _____
(Date)

By _____
(Signature)

_____
(Title)

# PART V

## STATEMENT OF ASSURANCES

## PART V. STATEMENT OF ASSURANCES

THE APPLICANT HEREBY ASSURES THE SUPERINTENDENT OF PUBLIC INSTRUCTION THAT:

A. The control of funds provided under Title VI-A, and title to property derived therefrom, shall be in a public agency for the uses and purposes provided in Title VI-A, and that a public agency will administer such property and funds and apply them only for the purposes for which they are granted.

B. The applicant will make an annual report and such other reports to the State Department of Education in such form and containing such information as may be reasonably necessary to enable the State Department of Education to perform its duties under this title, including information relating to the educational achievement of students participating in programs carried out under this title, and will keep such records and afford such access thereto as the State Department of Education may find necessary to assure the correctness and verification of such reports.

C. Check 1 or 2, not both:

1. ☐ The Assurance of Compliance (HEW Form 441) previously filed with the U.S. Office of Education applies to this application.

2. ☐ The activities conducted under this project during the regular school year in conjunction with regular school activities will be carried out in accordance with the applicable current court order or desegregation plan filed with the U.S. Office of Education, (including modifications filed on HEW Form 441B), and that all other activities will be carried out on a nondiscriminatory basis in accordance with the Regulation of the Department (45 CFR 80.3).

D. The amounts of nonfederal funds expended for schools operated or supported by this agency will be maintained at the same level as they would have been maintained if no projects had been approved for these schools.

E. To the extent consistent with the number and location of handicapped children in the area served by the applicant agency who are enrolled in private elementary and secondary schools, provision has been made for participation by such children in programs and projects assisted or carried out under Title VI-A.

F. Activities and services under this project are provided for handicapped children other than (1) those in schools operated by a state agency which is directly responsible for providing their free public education; and (2) those handicapped children who are in other schools for whom a state agency is directly responsible.

G. In the case of construction required for the operation of the project:

1. The applicant will, prior to starting any construction or letting any bids, submit to the State Department of Education all building plans and specifications for approval and will award the construction contract within a reasonable period of time, which date shall be in no event be later than June 30 of the following fiscal year.

2. The rates of pay for laborers and mechanics engaged in the construction will be not less than the prevailing local wage rates for similar work as determined in accordance with Public Law Number 403 of the 74th Congress, approved August 30, 1935, as amended, under standards, regulations, and procedures prescribed by the Secretary of Labor.

3. The applicant will comply with the rules, regulations, and relevant orders of the Secretary of Labor issued pursuant to Executive Order 11246 of September 24, 1965, in connection with any contract for construction for which it receives federal assistance under Title VI of Public Law 89-10, as amended.

4. All contracts for construction shall be awarded to the lowest qualified bidder on the basis of open competitive bidding except that, if one or more items of construction are covered by an established alternate procedure, consistent with state and local laws and regulations, which is approved by the State Department of Education as designed to assure construction in an economical manner consistent with sound business practice.

H. In the case of local education agencies, the applicant assures that:

1. This program or project has been developed in coordination with other public and private programs for the education of handicapped children or for similar purposes in the areas served by the local education agency; and

2. It will, in the conduct of this program or project, coordinate its activities under the state plan with such other programs.

| Signature of authorized representative | Date |
|---|---|
| | |

# APPENDIX

# 1971-1972 PROGRAM AUDIT RECOMMENDATIONS

1971-1972 PROGRAM AUDIT RECOMMENDATIONS

I. OBJECTIVES

| RECOMMENDATIONS | REACTION COMMENTS |
|---|---|
| 1) A continuing and increased effort to relate objectives to a more realistic relationship between training in the program and the demands for the labor market in Santa Ana. | favor |
| 2) That a concerned effort be made immediately to complete the task of making a more coherent task analysis study of all job training stations in terms of performance skill requirements and job entry level skill requirements. | favor |
| 3) That the staff and participating teachers carefully evaluate course content in terms of objectives related to preparing for a job training placement, as well as supplemental objectives to ensure success after placement on a job training situation. | favor |
| 4) That all objectives be set forth in well-communicated and understood terms and measures of success be developed for each step within the training process. | favor |
| 5) That a continuous process of evaluation be designed and implemented which will permit recycling up or down of skill performance based on the successes or failures of each participating student. | favor |
| 6) That all procedur al and behavioral objectives be re-evaluated and carefully revised based upon the experience of the project and improvements and modifications made, as appropriate. | favor |
| 7) That the intent of the goal related to providing student transportation be re-evaluated and re-directed to the major objectives of Project VITALITY. | favor |
| 8) That the objective related to involvement of OH students in Project VITALITY be re-evaluated. | favor |

II. ACTIVITIES

| | |
|---|---|
| 1) The students placed in the small engine repair program and others be carefully chosen so as to assure compliance with objectives 1.3, 1.4, 1.6, and 4.4, dealing with realistic job futures. | favor |
| 2) The students be rotated and evaluated for other placements on a REGULAR basis. | favor |

| | REQUIREMENTS | STAFF RESPONSIBILITY FOR COMPLETION |
|---|---|---|
| 1) | This will done | Project Staff |
| 2) | Use of Forms, pp. 41 & 57, Work Study Handbook - (CSDE '71) will be used rather than PV Basic Analysis form. | Project Staff |
| 3) | This will be done. | Project Staff |
| 4) | This will be done. | Project Staff |
| 5) | This will be done. | Project Staff |
| 6) | This will be done. | Project Staff |
| 7) | This will be done. | Project Supervisor |
| 8) | This will be done. | Project Staff |
| 1) | Better control of screening students for this program will be approached. | Project Staff |
| 2) | This has been done. | Project Staff |

1971-1972 PROGRAM AUDIT RECOMMENDATIONS (Cont)

| RECOMMENDATIONS | REACTION COMMENTS |
|---|---|
| **II. ACTIVITIES (Cont)** | |
| 3) A staff member be made responsible for evaluation, relocation and rotation of each trainee. | favor |
| 4) A definitive procedural statement be drafted regarding teachers visiting job stations. Teachers should be assigned as part of their job function, i.e., X on-site instructional periods in classroom related to career development plus Y supervision periods at job station = teacher function. | favor |
| 5) The Project Director seek financial assistance from vocational rehabilitation or other sources to provide transportation for certain students for whom transportation is not now available. | favor |
| 6) Commercial vendors and other Federally funded projects be convassed to ascertain the possible availability of learning activity package components. | favor |
| 7) Special activities be designed to relate the outcome of the new 1972-73 Title VI-B in-service project to the specific needs of Project VITALITY. | favor |
| 8) That present work stations be evaluated for validity as they relate to jobs actually available in the community. | favor |
| 9) That action be taken to secure greater parent involvement. | favor |
| 10) That additional classroom stations be provided, if possible, to alleviate the crowded situation in Mitchell School. Project VITALITY trainees are sharing a classroom with the adaptive P.E. program, making significant learning and reinforcement extremely difficult. | favor |
| **III. EVALUATION** | |
| 1) Greater emphasis be given to analyzing the tasks and skills required for each job station. | |
| 2) A procedure be implemented to evaluate student capabilities to prospective job assignment. | |

| | REQUIREMENTS | STAFF RESPONSIBILITY FOR COMPLETION |
|---|---|---|
| 3) | School Project VITALITY Coordinators have been selected for this recommendation. | Project Supervisor |
| 4) | See Section B. | Project Supervisor |
| 5) | This is being done. | Project Supervisor |
| 6) | This will be done. | Project Supervisor |
| 7) | In-service (Staff Development Meetings) are in planning for 1972-73. | Project Supervisor |
| 8) | This will be done. | Project Staff |
| 9) | Plans are made to include parent involvement in our program. | Project Staff |
| 10) | Additional classrooms are in the District plan for Mitchell School. | ----- |
| 1) | See Project Obj. #2 | |
| 2) | Additional professional (teacher) time will be allocated to evaluate student capabilities to match job requirements and assignments. | Project Staff |

1971-1972 PROGRAM AUDIT RECOMMENDATIONS (Cont)

| RECOMMENDATIONS | REACTION COMMENTS |
|---|---|
| III. EVALUATION (Cont) | |
| 3) Evaluation procedures be utilized to assess the training value of specific job stations. | Favor |
| 4) The project staff develop standards specifying entry level skills for each job. | favor |
| 5) A means be developed to evaluate student capabilities whereby it can be determined that students have adequate entry level skills for a given job. | favor |
| 6) The evaluation procedure include a history of the job experiences and success of each student. | favor |
| 7) The staff review the evaluation section of the project application and plan for full implementation. | favor |
| 8) The staff implement evaluation goal 2.1.6 (obtain baseline data on each student) | favor |
| 9) The Director of Special Education assume responsibility for follow-up evaluation of graduates and utilize the follow-up information in program planning. (Information on graduates is very limited.) | favor |
| IV. SUPPORT SERVICES | |
| 1) The Board and Administration establish a policy of total district participation in the project where and when applicable to the project's goals and objectives. | favor |
| 2) The goals and objectives of the project be incorporated into job descriptions and functions of the professional and certificated staff assigned to and participating in the project. | favor |

| | REQUIREMENTS | STAFF RESPONSIBILITY FOR COMPLETION |
|---|---|---|
| 3) | This will be done by better use of Job and Task Analysis in each available training station. | Project Staff |
| 4) | As above. | Project Staff |
| 5) | Closer supervision by supervisory personnel will enable better control of the screening process. | Project Supervisor |
| 6) | This is being done by classroom teacher on reverse side of Learning License (Santa Ana Unified School District Form 3180). | Project Staff |
| 7) | This has been done. | Project Supervisor |
| 8) | This will be done. | Project Staff |
| 9) | This is being done. (Eckman Center Project EHA Title VI-B, Staff Development) | Special Education Director |
| 1) | By Staff Development Meetings, Project VITALITY goals and objectives will be presented. | Project Supervisor and Staff |
| 2) | This will be done. | Project Staff |

1971-1972 PROGRAM AUDIT RECOMMENDATIONS (Cont)

| RECOMMENDATIONS | REACTION COMMENTS |
|---|---|
| IV. SUPPORT SERVICES (Cont) | |
| 3) The project staff continue their efforts to develope an understanding of each phase of the project and its relation to the total project's goals and objectives. | favor |
| 4) The teachers and professional staff re-evaluate the effectiveness of exclusive use of commercially produced instructional materials as related to the needs of the students involved in the program. | favor |
| 5) The project staff diligently pursue a more realistic approach to task analysis for the job training positions and to develop a sequence of performance skills aimed at achieving entry level employment competencies. | favor |
| 6) The professional staff re-evaluate their priorities of the use of training centers (small engine repair, Fairview State Hospital, etc.) and schedule those who can benefit to the maximum degree from those facilities based upon employment potential. | favor |
| 7) The project staff re-evaluate their priorities in the use of their transportation system in light of needs for transportation to more realistic job training sites. | favor |
| 8) The project staff increase their efforts to relate specific training provided in one situation to experience and performance skills in other areas of employment. | favor |
| 9) The project professional staff re-evaluate the use of especially equipped "centers" in relation to the total project goal -- full time placement upon graduation. | favor |
| 10) The Board of Education, District Administration, and project staff carefully re-evaluate their policies and procedures in relation to the issuance of a high school diploma upon completion of an approved special education course of study. | favor |

| REQUIREMENTS | STAFF RESPONSIBILITY FOR COMPLETION |
|---|---|
| 3) This will be done. | Project Staff |
| 4) Materials from other districts will be investigated. | Project Staff |
| 5) See No. 2 of the Objectives | Project Staff |
| 6) This will be done. | Project Staff |
| 7) Plans are currently being made to use our busses exclusively for work training stations. | Project Supervisor |
| 8) This will be done. | Project Staff |
| 9) Closer relationship with 'especially equipped centers' will be supported. | Project Supervisor |
| 10. This will be done. | Director, Special Programs |

| RECOMMENDATIONS | REACTION COMMENTS |
|---|---|
| **V. BUDGET** | |
| 1) The re-evaluation of the Audiscan units for adequate usage and proper programming in relationship to cost. | favor generally |
| 2) That the District investigate the greater utilization of other funding, i.e., DVR, ROP, Voc. Ed., etc. to continue and expand Project VITALITY. | favor |
| 3) Continued utilization of State Department of Education consultants in the Special Education areas. | |
| 4) That the cost of transportation be investigated with DVR for greater utilization of equipment and additional funding possibilities. | SAUSD |
| 5) Greater utilization of the ROP and career development programs to increase evaluation and job potential. | |
| 6) Investigation of the possibility of utilizing materials developed in other districts before purchasing commercial materials. | favor |
| 7) That the District explore the capabilities of the ROP section E.C. 7451.5(6) | |
| 8) That care be exercised to ensure that all budget entries and encumbrances are clearly identifiable. | favor |
| 9) That an additional $2,000 be included in the budget for teacher staff development education. | favor |
| 10) That the budget for the 1972-73 year be maintained at the current level of funding, plust the $2000 recommended above and a reasonable inflationary increase. | favor |
| **VI. RELATIONSHIP TO PRESENT PROGRAM** | |
| 1. The project staff increase its efforts in developing a closer relationship between work station demands and classroom curriculum. | favor |

| | REQUIREMENTS | STAFF RESPONSIBILITY FOR COMPLETION |
|---|---|---|
| 1) | This will be done with Project Staff | Project Supervisor and Staff |
| 2) | This will be done. | Project Supervisor |
| 3) | This will be done. | Project Supervisor and Staff |
| 4) | Department of Vocational Rehabilitation will only supply transportation for their project solely. | Project Supervisor |
| 5) | This will be done. | Project Supervisor and Staff |
| 6) | This will be done. | Project Supervisor and Staff |
| 7) | This being done - (Central County Regional Occupational Program - Orange, Santa Ana and Garden Grove. | SAUSD Career Development, Project Supervisor and Staff |
| 8) | This will be done. | Project Administrator for Project Supervisor |
| 9) | This will be done. | ------ |
| 10) | This will be done. | ------ |
| 1. | Teacher job-station invitation and job-task analysis, will aid in developing a closer relationship between work station demands and classroom instruction. | Project Supervisor and Staff. |

1971-1972 PROGRAM AUDIT RECOMMENDATIONS (Cont)

| RECOMMENDATIONS | REACTION COMMENTS |
|---|---|
| VI. REALTIONSHIP TO PRESENT PROGRAM (Cont) | |
| 2) Classroom teachers increase their awareness and utilization of the "job analysis sheets," "the work study progress report" and the "student evaluation by employer card." | favor |
| 3) The project staff assess their relationship with the vocational education division for better utilization of resources. | favor |
| VII. ADDITIONAL COMMENTS | |
| 1) The Project Director prepare an application for third year funding and submit this application to the Bureau for Educational Improvement by April 15, 1972. | favor |
| 2) The new application contain modifications as suggested by the Audit Team. | favor |
| 3) The Project be granted Title VI-B funds for the 1972-73 funding period, pending modifications to meet necessary improvements recommended by the Audit Team and pending availability of Federal funds. | favor |

| REQUIREMENTS | STAFF RESPONSIBILITY FOR COMPLETION |
|---|---|
| 2) This will be stressed by Staff Development Meetings. | Project Supervisor |
| 3) Closer articulation among project staff, Special Education and Career Development personnel will assure this recommendation. | Project Supervisor, Staff and Director of Career Development |
| 1) This has been done. | Project Supervisor and Staff |
| 2) Verification of the staff desire to comply with recommendations may be validated through examination of the application. | Project Supervisor and Staff |
| 3) Recommendations have been incorporated into the application and/or program. | -------- |

SANTA ANA UNIFIED SCHOOL DISTRICT

EHA Title VI-B - Project VITALITY

Project Goals - 1972-1973

1.0 Provide a career development program for all handicapped students in grades 7 - 12.

2.0 Plan pre-service and Staff Development for Project teachers.

3.0 Involve more orthopedically handicapped students in work experience education.

4.0 Improve communication and coordination between Project Vitality, Special Education, Career Development, and Vocational Rehabilitation within the District.

5.0 Obtain suitable housing for Project students, equipment, and materials.

6.0 Develop better community understanding of Project Vitality

SANTA ANA UNIFIED SCHOOL DISTRICT

EHA Title VI-B, Project VITALITY

Performance Objectives

1.0 Goal Statement: Provide a Career Development Program for Handicapped Students in Grades 7 - 12.

1.1 Performance Objective. The staff of Project Vitality, by the end of the 1972 - 1973 school year, shall have initiated the following activities pertaining to Career Development:

1.1.1 Collected and evaluated pertinent data to identify project student needs.

1.1.2 Counseled and placed 75% of the students in appropriate work stations.

1.1.3 Each job will have been broken down into its required tasks, and each task will be broken down in sequence.

1.1.4 The above job and task analysis will also serve as the basis for Job-related instruction in the classroom.

Criteria for judging completion of above activities will consist of placement records and other memoranda, and an annual report submitted to the Director of Instructional Administration.



2.0 Goal Statement: Plan pre-service and Staff Development for Project teachers.

2.1 Performance Objective. The staff of Project Vitality by the end of the 1972 - 1973 school year, shall have been provided with:

2.1.1 A working knowledge of all the District's Special Education Programs.

2.1.2 The programs operational guidelines.

2.1.3 Consultant services as needed.

2.1.4 Responsibilities for training-station placement and visitation.

2.1.5 An opportunity to participate in other Staff Development projects dealing with Work Study Programs.

Performance Objectives - continued

3.0 Goal Statement: The involvement of more orthopedically handicapped students in career-development education.

3.1 Performance Objective. The staff of Project Vitality by the end of the 1972 - 1973 school year will have:

3.1.1 Provided an opportunity for these students to participate in the curriculum of a regular high school campus.

3.1.2 Arranged for comfortable transportation for these students by means of other than Project Vitality buses.

3.1.3 Arranged for mobility for these students while on the host campus.

3.1.4 Arranged for meaningful training station placements by utilizing the services of our Vocational Rehabilitation counselor.

4.0 Goal Statement: Improve communication and coordination bewteen Project Vitality, Special Education, Career Development, and Vocational Rehabilitation within the District.

4.1 Performance Objective. The staff of Project Vitality by the end of the 1972 - 1973 school year shall have:

4.1.1 Participated as members of a liaison committee representing each of these departments.

4.1.2 Attended the quarterly meetings of this committee.

4.1.3 Maintained close contact with each of these departments since all deal with the handicapped student.

Evaluation of the effectiveness of this effort will consist of a summary of committee activities to be submitted to the Director of Instructional Administration.

Performance Objectives - continued

5.0 Goal Statement: Obtain suitable housing for the Project's students, equipment and materials.

5.1 Performance Objective. The staff of Project Vitality, by the end of the 1972 - 1973 school year, shall have directed efforts to gain administrative support and assistance to:

5.1.1 Provide suitable classroom space, assigned for full day for these special education students. (Kenneth Mitchell School - TMR)

5.1.2 Eliminate moving these classes each period so that needed equipment and supplies can be provided.

5.1.3 Each additional Project Vitality classroom will be furnished with all necessary materials and equipment.

The effectiveness of this effort will be a summary of the improvements in room assignments presented to the Director of Instructional Administration.

6.0 Goal Statement: Develop better community understanding of Project Vitality.

6.1 Performance Objective. The staff of Project Vitality, by the end of the 1972 - 1972 school year, shall have implemented a plan to improve understanding through:

6.1.1 Parent informational meetings about the program.

6.1.2 Contacts and presentations before community groups.

6.1.3 An advisory committee made up of parents, business and industry representatives who will meet as required but not less than once each semester.

Performance appraisal will be by an evaluation of meeting observations and meeting minutes by the Director of Instructional Administration.

SANTA ANA UNIFIED SCHOOL DISTRICT

Santa Ana, California

Project Authorization:

Applicant Agency: Santa Ana Unified School District

Project Title: EHA Title VI-B, Project VITALITY

Project's Major Objective:

Given job-related training, 75% of the borderline, EMR, EH, TMR, and other handicapped students in the target population will have capability for full time and/or gainful employment upon graduation from high school.

The superintendent, as chief local education officer, certifies to the Board of Education that:

1. The control of funds provided under this Title will be effectively and efficiently managed.

2. The authorization for personnel travel and other expenditures to carry out this project will be approved and authorized by the superintendent.

3. Authorization for acquiring assistance of qualified expertise to guide, assist, and evaluate programs will be the responsibility of the superintendent.

4. Periodic evaluation reports as well as an annual report will be prepared under the superintendent's direction.

5. The necessary assurances of compliance to applicable state and federal regulations have been filed.